DOCUMENT RESUME

ED 416 169 SO 028 913

AUTHOR	Nunez, Lucia; Foudy, Patricia; Hedlund, Kerren
TITLE	An Agenda for Peace: The Role of the United Nations.
INSTITUTION	Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.
PUB DATE	1995-00-00
NOTE	234p.
AVAILABLE FROM	Stanford Program on International and Cross Cultural Education, Stanford University, Littlefield Center, Room 14 C 300 Lasuen St., Stanford, CA, 94305-5013.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Conflict Resolution; *Environment; Foreign Countries; Global Approach; International Cooperation; *International Organizations; *International Relations; *Peace; Secondary Education; Social Studies; World Affairs
IDENTIFIERS	*United Nations

ABSTRACT

Highlighting the 50th anniversary of the United Nations, this six-lesson unit of study addresses the history of the United Nations; the concepts of peace and conflict; and the topics of peacekeeping, development, relief, and the environment. One hundred handouts, suitable for transparency reproduction or classroom distribution, feature the United Nations charter and conventions; statements of past Secretary Generals and Nobel Laureates; political cartoons and newspaper clippings; and statistical charts, graphs, and maps. The lessons provide teacher preparation guidelines, recommendations for equipment and materials, suggested time needed for the lessons, and optional activities. Nine appendices conclude the unit and include text and film bibliographies, glossaries of political and environmental terms, time lines of United Nations and Nobel Peace Prize awardees, an optional lesson plan for the film, "Blue Helmets," and an introduction to cooperative learning methods. (WG)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED 416 169

AN AGENDA FOR PEACE: THE ROLE OF THE UNITED NATIONS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Developed by

Lucía Nuñez

with contributions by Patricia Foudy and Kerren Hedlund

The Latin America Project
Stanford Program on International and Cross-Cultural Education (SPICE)

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
Patricia F. Cruz
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SO 028 913

Copyright © 1995
by the Leland Stanford Junior University Board of Trustees
Permission is given to educators to reproduce handouts for classroom use only.

For further information contact:
Stanford Program on International and Cross-Cultural Education (SPICE)
Institute for International Studies (IIS)
Littlefield Center, Room 14, Stanford University, 300 Lasuen Street,
Stanford, CA 94305-5013
1-800-578-1114

BEST COPY AVAILABLE

ACKNOWLEDGMENTS

An Agenda for Peace: The Role of the United Nations was developed through the collaborative efforts of many individuals and groups. This unit could not have been produced without the support of the UN50 Committee, the Institute for International Studies, the Center for Latin American Studies, and the Longview Foundation. This curriculum was developed by the Latin America Project of SPICE with funding from the Institute for International Studies, Stanford University; the Center for Latin American Studies, Stanford University; the Longview Foundation; California International Studies Project; and the U.S. Department of Education, Center for International Education, Title VI.

The principle author of this unit was Lucía Nuñez (Coordinator of the Latin America Project). Patricia Foudy and Kerren Hedlund assisted in the development and research of the unit. In particular, Patricia Foudy was the author of Lesson Four and Kerren Hedlund the author of Lesson Five.

Additionally, the Latin America Project wishes to thank Rick Sakai for designing the cover; Mary Dern Walker for copy editing the unit; Heidi L. Vargas for designing and producing the handouts; Joel Williams for recording the audiotape; Rick Zeeb for producing the charts; and Patricia Cruz (Sales and Marketing Coordinator) for all her assistance in getting the unit ready for printing.

Through the collaborative efforts of Stephanie Rapp, Executive Director of the UN50 Committee, and Jane Boston, Director of SPICE, this project was made a reality.

SPICE would like to acknowledge the following people whose contributions have made this unit possible: Shannon McCully (UN50 Committee); Ruth Lese; Judy Rasmussen (Longview Foundation); Dr. Terry Karl (Director of the Center for Latin American Studies); Dr. Kathleen Morrison (Associate Director of the Center for Latin American Studies); and John Sears (Executive Director of the Franklin and Eleanor Roosevelt Institute).

SPICE is deeply indebted to the following individuals who provided support and advice on the project: Dr. Walter Falcon (Director of the Institute for International Studies of Stanford University) for ongoing support of SPICE outreach efforts through curriculum development; Nancy Okimoto (Assistant Director of the Institute for International Studies); Dan Okimoto (Director of the Asia-Pacific Research Center); and Dr. Ronald Herring (Director of the California International Studies Projects) for his support of the early research for this unit.

Special thanks go to members of the SPICE staff who have donated time, energy, and talent to this project: Jane Boston (Director of SPICE), Jocelyn Young (China Project Associate), Robin Miyahara (Administrative Assistant), Gary Mukai (Asia-Pacific Project Coordinator), Reinhold Steinbeck (Europe Project Coordinator), Tuckie Yirchott (Co-Director of

BAGEP/BAFLP), Michelle Zimney (Intern), and Ciara Stephens (Research Assistant).

Invaluable contributions to the development of the lessons of the unit were made by the following people:

Lesson One, *Architects of a Better World*: The authors would like to acknowledge Oliver Lundquist for his contributions to this lesson. Mr. Lundquist was the Presentation Officer at the United Nations Conference on International Organization in San Francisco in 1945. His office was responsible for producing the "Building the United Nations" poster which is included in this lesson. John Sears (Director of the Franklin D. Roosevelt Institute) also collaborated with SPICE to make the poster available to teachers. William H. Hough (President of the United Nations Association of Northern California) was instrumental in introducing the authors to Mr. Lundquist.

In addition, the authors would like to thank Gladys Andrews for her time interviewing people who remembered the conference in San Francisco. In particular, a special thanks is extended to David Minasian, Marvin Chmelka, Lynn Burch, and Dean Thompson for their recollections included in the readers' theater.

A special acknowledgment goes to Michele Zaccheo of the Audio Library of the United Nations for his thorough research to find recordings of the statements made at the signing of the Charter and the speech by Eleanor Roosevelt included in the audiotape.

Lesson Two, *What Is Conflict?*: For the adaptation of the "I Want That Orange!" we would like to extend our appreciation to Leah Wing and Holly Marden-Cruz for granting permission to use their adaptation in this unit.

Lesson Three, *Evolution of United Nations Peacekeeping*: We would like to acknowledge Paola Muggia-Stuff (Director of The Cartoon Art Museum) for the use of the cartoons used in this lesson.

In addition, we would like to thank Benedicta Boateng of the UN Photo Library for assisting us in finding the pictures used in the Peacekeeping Factsheets. We would also like to acknowledge Susan Johnson and Anne Cunningham of UN Publications for granting permission to use the pictures from *UNTAG in Namibia: A New Nation is Born* in the Peacekeeping Factsheet on UNTAG.

Lesson Four, *A Zone of Peace for Children:* We would like to thank Nora Godwin (Chair of Education for Development at UNICEF) and Deidre O'Shea (Editor, Office of Secretary of the Executive Board at UNICEF) for their information regarding children for this lesson. In addition, we would like to thank George Fearon. We would especially like to acknowledge Stephen Commins (World Vision) for reviewing this lesson and providing background information on Sudan.

Lesson Five, *Environmental Conflict, Environmental Peace*: We would like to express our gratitude to Heidi Ballard for reviewing this lesson.

TABLE OF CONTENTS

unit introduction

An Agenda for Peace: The Role of the United Nations 9
Unit Goals 9
Time and Suggested Sequence of Lessons 10
Materials and Equipment 11

lesson one

Architects of a Better World 13
Introduction 13
Materials 13
Suggested Time 14
Activity One: Getting to San Francisco Game 14
Teacher Preparation 14
Suggested Procedure 15
Optional Activities 15
Activity Two: Architects of a Better World Readers' Theater 15
Teacher Preparation 15
Stage Instructions 16
Suggested Procedure 17
Activity Three: Documents of the United Nations 18
Teacher Preparation 18
Suggested Procedure 18
Optional Activities 19
Activity Four: Timeline 19
Teacher Preparation 19
Suggested Procedure 19
Optional Activities 20
Teacher Guide 1.1a, Getting to San Francisco Game Cards 21
Teacher Guide 1.1b, Building the United Nations 26
Handout 1.2a, Architects of a Better World Script 27
Handout 1.2b, Program for the Signing of the Charter 39
Teacher Guide 1.2, Readers' Theater Nametags 40
Handouts 1.3a through 1.3k, The Charter of the United Nations 43
Handout 1.3l, Poster Project Instructions 54
Handouts 1.3m through 1.3r, The Universal Declaration of Human Rights ... 55
Handout 1.3s, Poster Project Instructions 61
Handout 1.3t, Structure of the United Nations 62
Teacher Guide 1.4, United Nations Research Cards 63

lesson two

What Is Conflict? 65
Introduction 65
Materials 65
Teacher Preparation 65

Suggested Procedure 66
Teacher Guide 2a, "I Want That Orange!" Roleplay Guide 68
Teacher Guide 2b, "I want that orange!" Roleplay Descriptions 69
Handout 2a, Six Categories of Conflict 70
Handout 2b, Elements of Conflict 71
Handout 2c, Conflict Resolution Techniques 72
Handout 2d, What Is Conflict? 74

lesson three

Evolution of United Nations Peacekeeping 77
Introduction 77
Materials 78
Suggested Procedure 79
Optional Activities 80
Teacher Guides 3a through 3i, The Cold War through Cartoons 81
Teacher Guide 3j, Highlights of the Cold War 90
Teacher Guide 3k, Task Cards 91
Teacher Guide 3l, Comparison Chart 95
Handout 3a, Peacekeeping Factsheet UNSCOB 96
Handout 3b, Peacekeeping Factsheet UNTSO 98
Handout 3c, Peacekeeping Factsheet UNEF I 100
Handout 3d, Peacekeeping Factsheet ONUC 102
Handout 3e, Peacekeeping Factsheet UNFICYP 104
Handout 3f, Peacekeeping Factsheet UNTAG 106
Handout 3g, Peacekeeping Factsheet ONUSAL 108
Handout 3h, Peacekeeping Factsheet UNTAC 110
Handouts 3i through 3n, Statements by the Secretaries-General of the United Nations 112
Handout 3o, Map of Peacekeeping Missions 118

lesson four

A Zone of Peace for Children 119
Introduction 119
Materials 119
Suggested Time 120
Activity One: Convention on the Rights of the Child 120
Teacher Preparation 120
Suggested Procedure 120
Activity Two: Structural Conflict 122
Teacher Preparation 122
Suggested Procedure 122
Activity Three: Physical Conflict 123
Teacher Preparation 123
Suggested Procedure 123
Activity Four: UNICEF Programs for Peace 123
Teacher Preparation 123
Suggested Procedure 123
Handout 4.1a, Survey of Rights 126
Handout 4.1b, Preamble 127
Handout 4.1c, Freedom from Serving in Armed Conflicts 128
Handout 4.1d, Right to an Education 129

Handout 4.1e, Right to Life and High Standard of Health 130
Handout 4.1f, Rights of Refugees 131
Handout 4.1g, Freedom from Discrimination 132
Teacher Guide 4.2a, Achievement Cards 133
Teacher Guide 4.2b, Instructions 134
Handout 4.2a, Country Information Sudan 135
Handout 4.2b, Country Information China 136
Handout 4.2c, Country Information El Salvador 137
Handout 4.2d, Country Information United States of America 138
Handout 4.3a, Quotes from War 139
Handout 4.4a, Description of Conflicts 140
Handout 4.4b, Zones of Peace Director of Refugee Camp 141
Handout 4.4c, Zones of Peace UNICEF Director 142
Handout 4.4d, Zones of Peace Thirteen year old Boy 143
Handout 4.4e, Zones of Peace Ten year old Boy 144
Handout 4.4f, Days of Tranquility UNICEF Coordinator 145
Handout 4.4g, Days of Tranquility Assistant to the President 146
Handout 4.4h, Days of Tranquility Mother 147
Handout 4.4i, Days of Tranquility Mother 148

lesson five

Environmental Peace, Environmental Conflict 149
Introduction 149
Materials 149
Suggested Time 151
Activity One: Environmental Peace, Environmental Conflict 151
Teacher Preparation 151
Suggested Procedure 151
Optional Activities 152
Activity Two: UNEP and the World's Resources 153
Teacher Preparation 153
Suggested Procedure 153
Optional Activities 155
Activity Three: Confronting Environmental Conflict 155
Teacher Preparation 155
Suggested Procedure 155
Optional Activities 156
Activity Four: Striving for Environmental Peace 156
Teacher Preparation 156
Suggested Procedure 157
Handout 5.1a, Environmental Peace, Environmental Conflict 160
Teacher Guide 5.2a, Structure of UNEP 161
Teacher Guide 5.2b, How to Convert the Data 162
Teacher Guide 5.2c, Key to Data Conversion 163
Handout 5.2a, North and Central America Factsheet 164
Handout 5.2b, South America Factsheet 165
Handout 5.2c, Europe Factsheet 166
Handout 5.2d, Africa Factsheet 167
Handout 5.2e, Asia Factsheet 168
Handout 5.2f, Resource Expert 169
Handout 5.2g, Spokesperson 170
Handout 5.3a, The Exxon Valdez—An Oil Stick 171

Handout 5.3b, The Amazon—Cutting Down the Trees 172
Handout 5.3c, Europe—The River Rhine Poisoned 173
Handout 5.3d, Africa—Elephants for Ivory 174
Handout 5.3e, Chernobyl—A Nuclear Meltdown 175
Handout 5.3f, Green Accounting 176
Handout 5.4a, The Environmental Refugee 177
Handout 5.4b, If We Cooperate, We Can Succeed 179
Handout 5.4c, Analyzing Agenda 21 180
Handout 5.4d, For the Trees 181
Handout 5.4e, For the Plants and the Animals 182
Handout 5.4f, For Water and the Encroaching Desert 183
Handout 5.4g, For the Atmosphere 184
Handout 5.4h, For the Humans 185

lesson six

What Is Peace? 187
Introduction 187
Materials 187
Suggested Time 187
Activity One: Nobel Peace Prize Laureates 188
Teacher Preparation 188
Suggested Procedure 188
Activity Two: The Future Role of the United Nations 188
Suggested Procedure 188
Activity Three: Visions of Peace Panel 189
Teacher Preparation 189
Suggested Procedure 189
Activity Four: Gallery of Peace 189
Teacher Preparation 189
Suggested Procedure 190
Handout 6.1, Nobel Peace Prize Laureates 191
Handout 6.2, The Future Role of the United Nations—Essay 195
Teacher Guide 6.3, Visions of Peace Nametags 196
Handout 6.4, What Is Peace? 197

appendices

Appendices 199
Appendix 1: Milestones in United Nations History 201
Appendix 2: Glossary of Terms 203
Appendix 3: Optional Activity 205
Appendix 4: About Cooperative Learning and the Jigsaw Approach 212
Appendix 5: For More Information 214
Appendix 6: Glossary of Environmental Terms 215
Appendix 7: Nobel Peace Prize Laureates 217
Appendix 8: Films and Videos about the United Nations 219
Appendix 9: Bibliography 220

Unit Introduction

AN AGENDA FOR PEACE: THE ROLE OF THE UNITED NATIONS

> It is time to rekindle the ideals of the Charter, to spread the spirit of cooperation among the peoples of the world, to celebrate and to share a vision of the great potential of this unique organization. The goal is to reach beyond informed or elite public opinion, to the wider, more global audience, and the young people of the world should be a major target of these efforts.
> —Secretary-General of the United Nations
> Boutros Boutros-Ghali

Introduction

The fiftieth anniversary of the United Nations distinguishes itself not just because another decade has past, but because the organization is commencing a new period of its history. With the Cold War over, the leaders of the world look toward the United Nations for a new direction. Though it faces some difficult issues—finances, possible new members of the Security Council, and the question of a standing force—perhaps for the first time since its founding in 1945, the United Nations has the potential to function as it had been intended.

The anniversary is a time to reflect on past accomplishments and to look ahead at the future. In analyzing the concepts of peace and conflict through the activities of the United Nations, the curriculum unit *An Agenda for Peace: The Role of the United Nations* hopes to present students with a study of how an international organization has attempted to fulfill its goals of maintaining and securing peace. The United Nations, as an international organization, is a rich source for students to study the concepts of peace and conflict. The United Nations is involved in activities in all corners of the world, building peace as well as keeping peace.

An Agenda for Peace: The Role of the United Nations commences with a lesson on the founding of the United Nations to set the historical context for the unit. Two lessons—"What Is Conflict?" and "What Is Peace?"—serve as the conceptual framework for the unit. The remaining lessons then analyze three focus areas of the United Nations—peacekeeping, development and relief, and the environment—within the framework of peace and conflict.

Unit Goals

The goals of *An Agenda for Peace: The Role of the United Nations* are:

- to gain a better of understanding of the concepts of conflict and peace;
- to analyze the role of an international organization such as the United Nations in resolving and/or managing conflicts;
- to explore the early history of the United Nations;

- to exemplify structural and physical conflicts through an exploration of UNICEF activities; and
- to explain the role of the United Nations Environment Programme to prevent, mediate, and resolve environmental conflict; and to achieve and maintain environmental peace.

Time and Suggested Sequence of Lessons

The following sequence and suggested time is recommended for the activities:

LESSON	STRATEGIES	SUGGESTED TIME
One: Architects of a Better World	game, readers' theater, groupwork, research	Game: one class period Theater: two class periods Groupwork: one to two class periods Research: one night and one class period
Two: What Is Conflict?	roleplay, writing	Roleplay: one class period Writing: one to two nights
Three: Evolution of United Nations Peacekeeping	lecture, groupwork, class discussion, presentations	Lecture: one class period Groupwork: one to two class periods Presentations: one to two class periods
Four: A Zone of Peace for Children	presentations, simulation, writing, roleplay	Presentation: one-and-one-half class periods Simulation: one-and-one-half class periods Writing: one-half of a class period Roleplay: one-and-one-half class periods
Five: Environmental Peace, Environmental Conflict	class discussion, "jigsaw" groupwork, roleplay	Discussion: one period Groupwork: one to one-and-one-quarter periods Groupwork: one period Roleplay: one period
Six: What Is Peace?	research, writing, panel discussion, presentations	Research: one to two nights Writing: one to two nights Discussion: one to two class periods Presentations: one class period

Materials and Equipment

The following is a general list of materials and equipment needed for all the lessons in this unit. At the beginning of each lesson is a specific list of handouts, materials, and equipment required for that lesson.

- Tape recorder
- Butcher paper
- Construction paper
- Cardboard boxes of all sizes
- Costumes and props (if available)
- Poster board
- Markers of all sizes
- Scissors
- Magazines
- Card stock

Handouts

In order to keep track of all the handouts in *An Agenda for Peace*, please note the following system. For each lesson, the handouts are numbered according to the lesson, the activity, and then the sequence of the handout. For example, Lesson One contains Handout 1.2a, *Architects of a Better World Script*. This means the handout belongs to Lesson One, Activity Two, and it is the first handout of that activity. Handout 3.2b belongs in Lesson Three, Activity 2, and is the second handout. Lessons with only one centered activity are numbered according to the lesson and the handout. For example, Handout 2a, *Six Categories of Conflict*, belongs to Lesson Two and is the first of the handouts to be distributed to students.

Optional Activities

- If possible, videotape, record, or photograph the readers' theater or the groups' performances. Invite another class to watch the readers' theater.
- Have newsprint available for students to record any questions or comments they may have about the role of the United Nations.
- The United Nations is currently involved in conflicts around the world. Encourage students to bring in newspaper articles, magazine articles, or information from the television on conflict, or on the activities of the United Nations. These could be displayed on a bulletin board.
- Allow students to do extra-credit reports on the many different activities of the United Nations.

Journal Writing

Encourage students to keep a journal throughout this unit. The following questions and quotes are suggested starters for reflective writing activities.

- Describe an example of conflict in your school or community.
- Describe a moment when you have felt peace.
- How does one achieve peace?
- "Let him who desires peace, prepare for war."

BEST COPY AVAILABLE

- "Peace is freedom with tranquillity. Servitude is the worst of evils, to be averted not only my war but by death itself."

- "We have flown the air like birds and swum the sea like fishes, but have yet to learn the simple act of walking the earth as brothers." (Martin Luther King)

- "People want peace so much that one of these days governments had better get out of their way and let them have it." (Dwight D. Eisenhower)

- "No leader is going to give us peace, no government, no army, no country. What will bring peace is inward transformation which will lead to outward action. Inward transformation is not isolation, not a withdrawal from outward action. On the contrary, there can be right action only when there is right thinking, and there is no right thinking when there is no self-knowledge. Without knowing yourself, there is no peace." (Krishnamurti)

Lesson One

ARCHITECTS OF A BETTER WORLD

> Where, after all, do universal rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.
>
> —Eleanor Roosevelt

Introduction

"You members of this Conference are to be architects of a better world," Truman said in his opening speech to the United Nations Conference on International Organization in April 1945. With the war still raging, world leaders gathered in San Francisco to write the charter for this new international organization. What resulted from this conference, the United Nations, is now celebrating its fiftieth anniversary.

In this first lesson, students will have the opportunity to gain a better understanding of some of the key principles on which the United Nations was founded. Four separate activities are presented in this lesson. Activity One, *Getting to San Francisco Game*, sets the historical context for the lesson through a game that allows the students to learn about the building blocks that led to the organizing meeting in San Francisco. Activity Two, *Architects of a Better World*, has the students relive the conference in San Francisco through a Readers' Theater. Activity Three, *Documents of the United Nations*, gives the students the opportunity to better understand the Charter of the United Nations and the Universal Declaration of Human Rights. Activity Four, *Timeline*, is a way for the students to evaluate their knowledge of some of the key people, the crucial events, and the major documents that shaped the early history of the United Nations.

Each activity can stand alone—yet they are designed to build on each other. Activity One sets the context for Activity Two. And Activity Three allows students to gain an understanding of what was accomplished at the United Nations Conference on International Organization by analyzing the Charter of the United Nations. If you have more time, the students can also read the Universal Declaration of Human Rights in the same way they read the Charter. Activity Four is optional.

Materials

Activity One: Getting to San Francisco Game
- Teacher Guide 1.1a, *Getting to San Francisco Game Cards*
- Teacher Guide 1.1b, *Building the United Nations*
- Poster, *Building the United Nations*
- Newsprint or chalkboard

Activity Two: Architects of a Better World

- Handout 1.2a, *Architects of a Better World Readers' Theater Script*, one for each student
- Handout 1.2b, *Program for the Signing of the Charter*
- Teacher Guide 1.2, *Readers' Theater Nametags*
- Audiotape, Side A, Statements made at the signing ceremony June 26, 1945
- Cassette Recorder

Activity Three: Documents of the United Nations

- Handouts 1.3a through 1.3k, *The Charter of the United Nations*, one for each group
- Handout 1.3l, *Poster Project Instructions*, one for each group
- Handouts 1.3m through 1.3r, *The Universal Declaration of Human Rights*, one for each group
- Handout 1.3s, *Poster Project Instructions*, one for each group
- Audiotape, Side B, Speech by Mrs. Eleanor Roosevelt
- Poster board, one for each group
- Markers, crayons, paints
- Handout 1.3t, *Structure of the United Nations*, one for each student

Activity Four: Timeline (Optional)

- Teacher Guide 1.4, *United Nations Research Cards*
- Newsprint
- Markers

Suggested Time

- *Activity One:* one class period
- *Activity Two:* two class periods
- *Activity Three:* one to two class periods
- *Activity Four:* one night and one class period

ACTIVITY ONE: GETTING TO SAN FRANCISCO GAME

Teacher Preparation

1. Make copies of Teacher Guide 1.1a, *Getting to San Francisco Game Cards* and prepare them by cutting them up so that each student has one card. If there are fewer students than cards, distribute the extra cards and remind those students to pay extra attention since they will be called on twice.

2. Prepare a large version of the poster *Building the United Nations* on the chalkboard or on large sheets of newsprint. Do not write the content of each box. This can be a task for the students after they have finished playing the game. Number each box according to the Teacher Guide 1.1b.

3. Alongside each card is a number that corresponds to a box on the poster. At the end of the game, the students can spend time writing the information from their cards on the poster. Keep the poster up during the Readers' Theater.

14

4. Be warned that this will be an active and loud game. Emphasize to the students that they should listen carefully so that they don't miss their turn.

Suggested Procedure

1. Explain to the students that they will begin studying the history of the founding of the United Nations. Initiate a discussion with the students by asking them what they know about the United Nations. Write these ideas on a piece of newsprint.

2. Tell the students that they will be playing a game that highlights some of the major conferences, proposals, and events leading up to the United Nations Conference on International Organization in San Francisco. The San Francisco Conference was held from April to June 1945, culminating with the signing of the Charter of the United Nations on June 26, 1945.

3. Inform the students that each of the documents and conferences mentioned in this game eventually formed the Charter of the United Nations.

4. Distribute the *Getting to San Francisco Game Cards* to all the students. If you have more cards than students, give some students an extra card. Remind these students that they should listen carefully because they will have two turns.

5. Emphasize to the students that they need to pay close attention because listening is crucial to making sure that the game is successful.

6. Announce clearly "Start the game!"

7. Follow along with Teacher Guide 1.1b and the poster to make sure that the students are paying close attention. If a student misses his/her turn, help him/her along so that the game does not stop.

8. After the game reaches the last step—the United Nations Conference on International Organization—announce that they have arrived in San Francisco. Congratulate the class. If there is time, instruct the students to fill in the rest of the class poster.

Optional Activity

- Have the students research the key proposals and conferences leading up to the San Francisco Conference.

ACTIVITY TWO: ARCHITECTS OF A BETTER WORLD READERS' THEATER

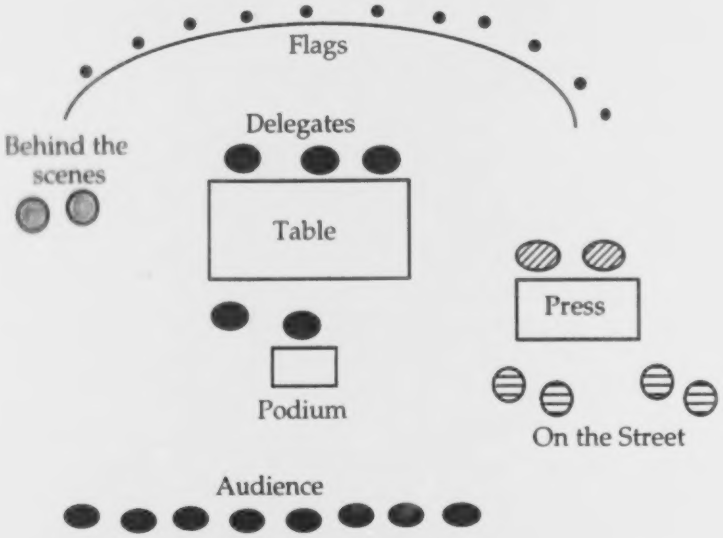
Teacher Preparation

1. Make copies of Handout 1.2a, *Architects of a Better World Readers' Theater Script*, for all the participants. Make copies of the Teacher Guide 1.2a, *Readers' Theater Nametags*, and distribute the appropriate nametag to each of the participants. There are enough characters so that possibly an entire class could participate in the Readers' Theater. If you have fewer students than characters, eliminate some of the delegates or simply focus on one act.

2. Use the diagram below to set up the "stage" of the plenary sessions at the San Francisco Conference.

3. After the students have read through the Readers' Theater, which concludes with text from the final plenary session, they listen to some statements given at the signing of the Charter on June 26, 1945. Have a tape recorder available to listen to the speeches.

Stage Instructions



About Readers' Theater

Readers' Theater is a dramatization technique used to bring a text, or texts, to life. A hybrid of performance and reading aloud, Readers' Theater assigns roles to students based on the characters in the text. Those who do not have a part observe from the audience. The goal of the Readers' Theater is not to act out a script, but to engage students in the text through the roles, choices, issues, and decisions faced by each particular character. The performance itself does not have to involve props and staging, though either can be used to enhance the dramatic effect.

Though practice will ultimately point out what works best according to your own teaching environment, there are several pointers you should keep in mind when using any Readers' Theater in the classroom.

- Each student needs his/her own copy of the entire script, which should be stapled in the upper left-hand corner for easy use.
- You have the choice of dividing up the class into groups and giving each the opportunity to create and perform one of the acts, or of assigning roles and staging only one performance of the entire Readers' Theater.
- Situate the student readers in such a way as to encourage interaction between them. Confrontations, conflicts, and other dramatic parts of

the text will work better if the students reading the parts address each other or interact in some other way.

- When debriefing the Readers' Theater, try to keep the students in character. As long as students pretend to be the characters in the text, they will have different answers to the questions. We have provided some questions as a starting point.

Suggested Procedure

1. Remind students of the game *Getting to San Francisco*. Explain that the idea of an international organization was not new. The League of Nations was formed in 1920, but the United States was never a member, and other great powers ignored it. It was finally dissolved in 1946. Inform the students that the year is 1945, and World War II has not ended. It was in this context that the leaders of nations came together in San Francisco to create a new international organization that would promote peace.

2. Tell the students that they should think about these factors as they participate in the Readers' Theater. Explain that they will be reading a script that is written using the actual texts from speeches at the conference, articles from newspapers, and quotes and stories from interviews with people who were living in San Francisco at the time of the conference.

3. There are enough characters in the Readers' Theater *Architects of a Better World* so that conceivably everyone in the class could have a part. If there are more parts than students, eliminate some of the delegates.

4. Assign the reading parts. Distribute scripts to all the participants. Give the students time to look over their scripts. Encourage them to mark their lines with a highlighter.

5. Instruct the students to be creative with their particular role.

6. Tell the students to begin.

7. Once the students have finished reading the script, initiate a discussion with the students using the following questions:

   - What were some of the issues raised at the conference?
   - How did these issues impact the conference? How did they impact the Charter?

8. Tell the students that some of the issues discussed at the conference in San Francisco—especially regarding voting in the Security Council and the role of the smaller nations—will reappear in some of the activities later in the unit.

9. Distribute Handout 1.2b, *Program of the Statements of Delegates*, to each student. Students can follow along as they listen to the statements. Listen to Side A of the audiotape which contains some of the statements given by key delegates at the signing ceremony. Explain to

the students that the statements are in the original language without translations.

Optional Activity

- Have the students research the role of Franklin D. Roosevelt in the building of the United Nations prior to his death.

ACTIVITY THREE: DOCUMENTS OF THE UNITED NATIONS

Teacher Preparation

1. Depending on the numbers of students in your class, divide the class into pairs or groups of three. Each pair will work on one section of the Charter.
2. Have poster board, markers, paints, and other art supplies for the students to use in preparing their posters.

Suggested Procedure

1. Remind students of President Truman's speech regarding the purpose of the Conference on International Organization—the delegates were to draft a charter for this new international organization. Inform the students that the Charter of the United Nations was created at the San Francisco Conference based on previous proposals such as the Dumbarton Oaks Proposals.
2. Explain to the students that they will have a chance to work with a group to read and analyze a section of the Charter. Each group will focus on one part of the Charter. Tell the students that not all the articles are included in the version they will be receiving.
3. Instruct the groups that they will have to create a poster containing information about the section of the Charter they have been assigned.
4. For the purpose of this activity, the Charter has been divided into 11 sections—each group will concentrate on one section. Distribute Handouts 1.3a to 1.3k to the groups. If you have fewer groups, either give two sections to each group or eliminate some of the sections. Be sure to include the sections concerning the principal organs of the United Nations and the sections on disputes.
5. Also distribute a copy of Handout 1.3l, *Poster Project Instructions*, to each group.
6. Give the students 15 minutes to read and discuss their section, and then 20 to 30 minutes to create their posters. An alternative to doing this activity in class is to assign the reading and the poster for homework.
7. Have each group give a brief explanation of their poster.
8. The Universal Declaration of Human Rights is another important document guiding the actions of the United Nations. Repeat the above steps using Handouts 1.3m through 1.3s, *The Universal Declaration of Human Rights*.

9. Distribute a copy of Handout 1.3t, *Structure of the United Nations* to each student.

Optional Activity

- Have students find out which countries ratified the Universal Declaration of Human Rights.

ACTIVITY FOUR: TIMELINE (OPTIONAL)

Teacher Preparation

1. Make a copy of Teacher Guide 1.4, *United Nations Research Cards*. Cut out each card. If there are enough cards for each student, distribute one card per student. If you have more students than cards pair up students so that they can work together on the research. Emphasize to the students that this is not a major research project. The purpose is to give the students a chronological framework of the major events and people involved in the early history of the United Nations.

2. Tape together large sheets of newsprint for the timeline. Draw a timeline on the newsprint. Instruct the students to write the dates and the topic on their Research Card on the timeline when it is their turn to report. Keep this timeline up for the students. Encourage students to add to the timeline as they progress through the unit. Appendix 1, *Milestones in United Nations History*, contains some key events to add to the timeline.

Suggested Procedure

1. As you distribute the Research Cards, inform the students that each Research Card represents one aspect of the United Nation's history, structure, people, or a future issue facing it. The students have already heard about some of these in the Game or the Readers' Theater.

2. Instruct the students that their task is to research the topic printed on their card. Assure them that they do not need to write an in-depth research paper, but that they should have enough information to share with the class.

3. Tell the students that they should pay close attention to the dates.

4. Inform the students that they will have one night to prepare for this activity.

Next Day

5. Tell students that they will form a human timeline based on the Research Cards. Instruct the students to line up chronologically. Encourage them to talk to one another to find out dates.

6. Once the students have lined up, or when the majority have lined up, have the first student begin his/her report to the class. Even if there is still some confusion about the chronology, tell the students that it will begin to clear up once they start to hear the reports.

7. Have each student write the topic of their Research Card and the dates on the timeline before or after their presentation.

BEST COPY AVAILABLE

8. Encourage them to bring in articles, pictures, or information from television and/or radio about the United Nations.

Optional Activity

- The United Nations is a relatively young organization. Have students find someone in the community who was involved in the founding or who remembers the San Francisco Conference. Have them conduct interviews with these people. Invite someone to your class—local organizations such as the American Legion, the League of Women Voters, or local or regional United Nations Association chapters can assist you in locating possible speakers.

GETTING TO SAN FRANCISCO GAME CARDS

Box 1

When the teacher says "Start the game!" go up to the chalkboard and write the following in Box 1: "ATLANTIC CHARTER, August 1941. Meeting between United States President Franklin D. Roosevelt and British Prime Minister Winston Churchill."

Box 1

When someone writes "ATLANTIC CHARTER, August 1941" on the chalkboard, stand up and declare loudly: "The ATLANTIC CHARTER states:"

Box 1

When someone states "The ATLANTIC CHARTER states," point to the map of the world and say, "No territorial aggrandizement."

Box 1

When someone says "No territorial aggrandizement," pound your fist on the table and say "No territorial change not in accordance with the freely expressed wishes of the people concerned."

Box 1

When someone says "No territorial change," sing out "The right of all peoples to choose their own form of government."

Box 1

When someone sings "The right of all peoples to choose their own form of government," start handing your books and papers to a neighbor while saying "Equal access to all world trade and raw materials."

BEST COPY AVAILABL

✂

Box 1

When someone starts trading their books and papers, stand up on your chair and say "We have to have international economic collaboration and improved labor standards."

✂

Box 1

When someone says "We have to have international economic collaboration and improved labor standards," remind the class that "we also must have freedom from fear and want."

✂

Box 1

When someone says "we also must have freedom from fear and want," immediately stand up, walk to a map, point to an ocean, and say "don't forget freedom of the seas and oceans."

✂

Box 1

When someone says "don't forget freedom of the seas and oceans," bow down and say "and finally, the last principle of the ATLANTIC CHARTER is permanent security."

✂

Box 2

When someone says "permanent security," write "UNITED NATIONS DECLARATION, January 1, 1942" in Box 2.

✂

Box 2

When someone writes "UNITED NATIONS DECLARATION, January 1, 1942" in Box 2, sign your name to the box and say "On this day, 26 nations declared their allegiance to the principles of the Atlantic Charter."

✂

✂

Box 2

When someone signs his or her name in Box 2, stand up and say "The United Nations Alliance was formed."

✂

Box 3

When someone says "The United Nations Alliance was formed," spell "CASABLANCA."

✂

Above Boxes 4-8

When someone spells "CASABLANCA," declare "While United Nations leaders were making the military decisions and laying the groundwork for an international organization, a series of smaller United Nations conferences were held on various social and economic problems."

✂

Box 4

When someone says ". . .a series of smaller United Nations conferences were held on various social and economic problems," stand up and say "The Conference on Food and Agriculture, June 1943" and remain standing.

✂

Box 5

When someone says "The Conference on Food and Agriculture, June 1943," stand up next to them and say "The Commission on War Criminals, June 1941." Remain standing.

✂

Box 6

When someone says "The Commission on War Criminals, June 1941," stand up next to them and say "Allied Education Conference, June 1943." Remain standing.

✂

BEST COPY AVAILABLE

Box 7

When someone says "Allied Education Conference, June 1943," stand up next them and say "Relief, Rehabilitation, November 1943." Remain standing.

Box 8

When someone says "Relief, Rehabilitation, November 1943," stand up next to them and say "Monetary and Financial Conference, July 1944." Remain standing.

Box 9

When someone says "Monetary and Financial Conference, July 1944," go to the door and say "I'm leaving for QUEBEC!" (But don't really leave!)

Box 10

When someone pretends to leave for Quebec, go up to the teacher and ask "Where is MOSCOW?"

Box 11

When someone asks the teacher "Where is MOSCOW?" stand up, turn around three times, and say "TEHERAN!"

Box 11

When someone says "TEHERAN," turn off the lights and loudly whisper "CAIRO."

Box 12

When someone turns off the lights, turn them back on and say "Back to QUEBEC we go!"

✂

Box 13

When someone turns the lights back on, shake hands with five people and say "Welcome to DUMBARTON OAKS!"

✂

Box 14

When someone says "Dumbarton Oaks," stand up and say "International Aviation Conference, November 1944." Ask all those who have been standing to kindly take their seats.

✂

Box 15

When someone says "International Aviation Conference, November 1944," pick three people and say "The Big Three met at YALTA in February 1945, and the San Francisco Conference was planned."

✂

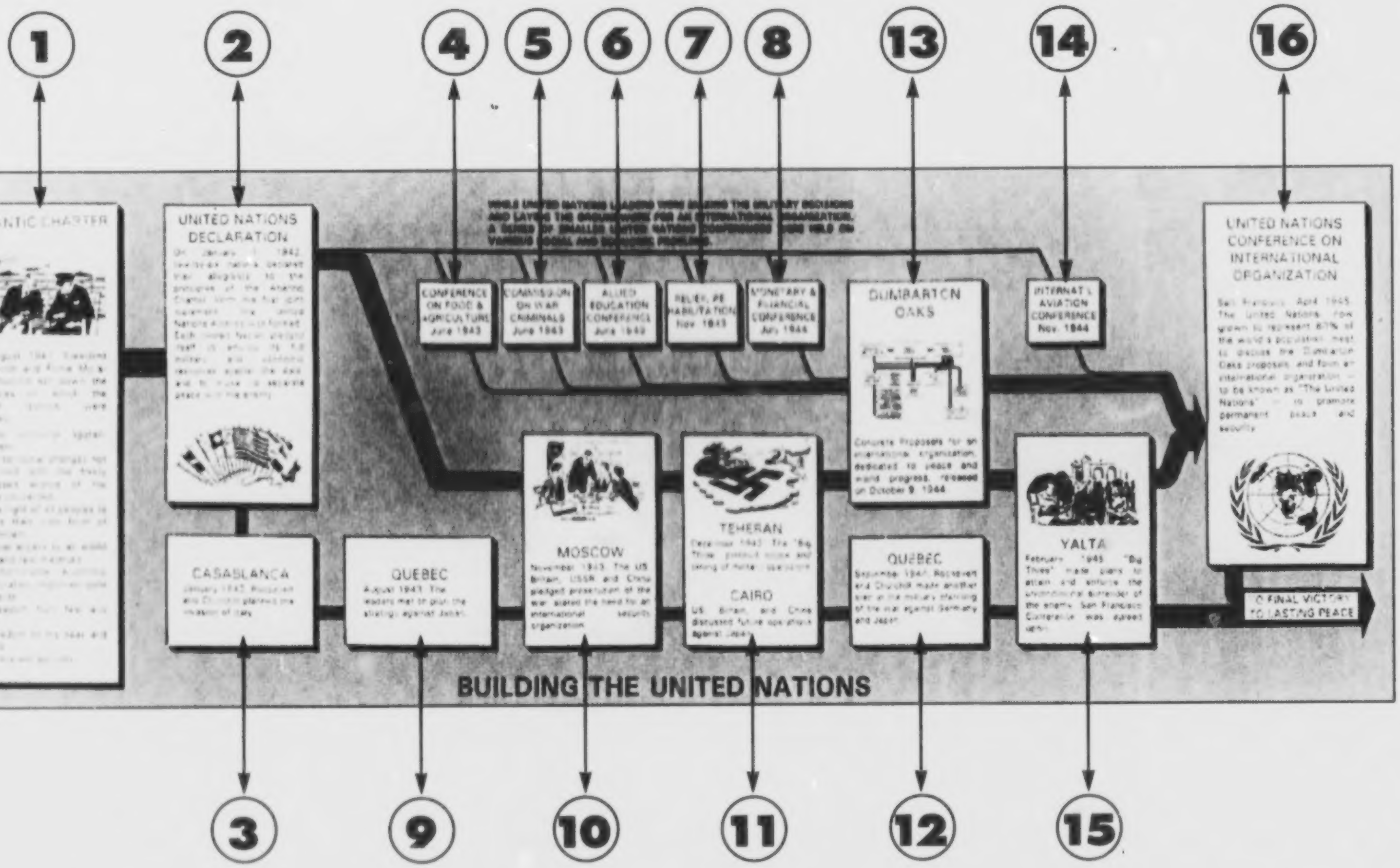
Box 16

When someone talks about the meeting in YALTA, stand up, walk to the front of the class, and declare "The UNITED NATIONS CONFERENCE ON INTERNATIONAL ORGANIZATION has now convened in San Francisco."

✂

Box 16

When someone says "The UNITED NATIONS CONFERENCE ON INTERNATIONAL ORGANIZATION," write the following words in Box 16 "To promote permanent peace and security."


1
2
4
5
6
7
8
13
14
16
ATLANTIC CHARTER
UNITED NATIONS DECLARATION
CONFERENCE ON FOOD & AGRICULTURE June 1943
COMMISSION ON WAR CRIMINALS June 1943
ALLIED EDUCATION CONFERENCE June 1943
RELIEF, REHABILITATION Nov. 1943
MONETARY & FINANCIAL CONFERENCE July 1944
DUMBARTON OAKS
Concrete Proposals for an international organization, dedicated to peace and world progress, released on October 9, 1944
INTERNAT'L AVIATION CONFERENCE Nov. 1944
UNITED NATIONS CONFERENCE ON INTERNATIONAL ORGANIZATION
CASABLANCA
QUEBEC
August 1943. The leaders met to plan the strategy against Japan.
MOSCOW
November 1943. The US, Britain, USSR and China pledged prosecution of the war, stated the need for an international security organization.
TEHERAN
CAIRO
QUEBEC
YALTA
TO FINAL VICTORY TO LASTING PEACE
BUILDING THE UNITED NATIONS
3
9
10
11
12
15

BEST COPY AVAILABLE

handout 1.2a

ARCHITECTS OF A BETTER WORLD
READERS' THEATER SCRIPT

LIST OF CHARACTERS

Delegates (in order of appearance)	Edward R. Stettinius, Jr., Delegation of the United States T. V. Soong, Delegation of China Guillermo Belt Ramírez, Delegation of Cuba Frances M. Forde, Delegation of Australia Pedro Leão Velloso, Delegation of Brazil Hector David Castro, Delegation of El Salvador John Sofianopoulos, Delegation of Greece José Serrato, Delegation of Uruguay Anthony Eden, Delegation of the United Kingdom V. M. Molotov, Delegation of the Union of Soviet Socialist Republics Ezequiel Padilla, Delegation of Mexico Paul-Henri Spaak, Delegation of Belgium Hasan Saka, Delegation of Turkey Peter Fraser, Delegation of New Zealand Earl of Halifax, Delegation of the United Kingdom Francisco A. Delgado, Delegation of the Philippines Ricardo Alfaro, Delegation of Panama A. A. Gromyko, Delegation of the Union of Soviet Socialist Republics V. K. Wellington Koo, Delegation of China
Press	Richard V. Hyer, *San Francisco Examiner* Charles Raudebaugh, *San Francisco Chronicle*
Invited Guests	Harry S. Truman, President of the United States Roger D. Lapham, Mayor of San Francisco Marine Navy Pilot
Voices	Franklin D. Roosevelt
Behind the Scenes	Narrator Charles Easton Rothwell, Executive Secretary Oliver Lundquist, Presentation Officer Printer
The People in the Street	David Minasian, law student in San Francisco in 1945 Marvin Chmelka, San Franciscan who had just returned from serving overseas Dean Thompson, citizen Lynn Burch, citizen

ACT ONE: REHEARSALS

Narrator The Government of the United States of America, on behalf of itself and of the Governments of the United Kingdom of Great Britain and Northern Ireland, the Union of Soviet Socialist Republics, and the Republic of

China, invites the Government of [name of Government invited was inserted here] to send representatives to a conference of the United Nations to be held on April 25, 1945, at San Francisco in the United States of America to prepare a charter for a general international organization for the maintenance of international peace and security.

Mr. Rothwell Ladies and Gentlemen, I welcome you to this committee meeting to bring together all the members of the International Secretariat and to work out some of the preparation details of the conference. The United Nations Conference on International Organization is the first of its kind, and we have had to put together quite a large staff. I'm sure numerous problems will arise in the first week.

Narrator Forty-two nations accepted the invitation by the four sponsoring nations to attend the conference in San Francisco. All together, there were 282 Delegates; 1,444 Assistant Delegates, Advisors, Technical Experts, and staff members; 1,058 staff members working under the International Secretariat in charge of the schedules, the typing, and all the behind the scenes details; 2,262 Army and Navy personnel; telephone operators, telegraph operators, and volunteers from the Boy Scouts to the Red Cross.

Mr. Rothwell We have quite a number of services to keep track of—two-way translations, court reporters at the plenary sessions and the commission meetings, and sound-recording equipment at each session.

Richard V. Hyer (*Reporting from the* San Francisco Examiner) Less than twenty-four hours before the United Nations Conference was scheduled to open, the lines of division and agreement were sharply drawn. Here is the situation as it stood last night:

Soviet Foreign Commissar V. M. Molotov arrived and soon went into a huddle with American diplomats over the still unresolved problem of Poland.

Secretary of State Edward Stettinius aroused the hopes of all the smaller nations by announcing that the United States, Russia, and Great Britain had pledged their support to three proposals put forward by China, which acted as spokesman for the little countries.

Mr. Stettinius The United Nations Conference on International Organization is now convened. We shall open the Conference with one minute of silent and solemn meditation.

Ladies and Gentlemen, the President of the United States.

President Truman (*speaking from Washington*) Delegates to the United Nations Conference on International Organization, the world has experienced a revival of an old faith in the everlasting moral force of justice. At no time in history has there been a more important conference, or a more necessary meeting, than this one in San Francisco, which you are opening today.

In the name of a great humanitarian—one who surely is with us today in spirit—I earnestly appeal to each and every one of you to rise above personal interests, and adhere to those lofty principles which benefit all mankind.

Franklin D. Roosevelt gave his life while trying to perpetuate these high ideals. This conference owes its existence, in a large part, to the vision, foresight, and determination of Franklin Roosevelt.

You members of this conference are to be architects of a better world. In your hands rest our future. By your labors at this conference, we shall know if suffering humanity is to achieve a just and lasting peace.

This conference will devote its energies and its labors exclusively to the single problem of setting up the essential organization to keep the peace. You are to write the fundamental charter.

Our sole objective, at this decisive gathering, is to create the structure. We must provide the machinery which will make future peace not only possible but certain.

If we do not want to die together in war, we must learn to live together in peace.

With firm faith in our hearts to sustain us along the hard road to victory, we will find our way to secure peace for the ultimate benefit of all humanity.

We must build a new world—a far better world—one in which the eternal dignity of man is respected.

David Minasian: Mr. Truman has quite a job taking over the presidency in the middle of a war. He seems like a good man. . .

Marvin Chmelka: I think so. . . but, like President Roosevelt, well, there will never be another. . . What do you think about this United Nations Conference?

David Minasian: Well, I just don't know—the League of Nations failed, so I don't have much hope for this. . .

Marvin Chmelka: I just got back from fighting and I don't know how they plan to stop wars.

ACT TWO: THE CONFERENCE BEGINS

Mr. Lapham: Mr. President, Ladies and Gentlemen. . . I greet you in the name of the people who dwell on the shores of the Bay of San Francisco. We welcome you to the gateway of the Pacific.

Almost one hundred years ago, our port was thronged with vessels and with men of all nations seeking gold. Today we are still seeking, but we seek a different treasure; for here in this War Memorial Opera House, raised to those who died in the First World War, and to all intents and purposes they died in vain, we look to you, thinking men and women, for the foundation of a just and lasting peace.

BEST COPY AVAILABL

handout 1.2a

Voice of Franklin D. Roosevelt

The structure of world peace cannot be the work of one man, or one party, or one nation. It cannot be an American peace, or a British, or French, or a Russian, or a Chinese peace. It cannot be a peace of large nations or of small nations. It must be a peace which rests on the cooperative efforts of the whole world. . . There can be no middle ground here. We shall have to take the responsibility for world collaboration, or we shall have to bear the responsibility for another world conflict.

Mr. Stettinius

Ladies and Gentlemen, the first Plenary Session of the United Nations Conference on International Organization is hereby convened. At this time I should like to make a brief statement on behalf of the United States Delegation.

Three years ago the forces of tyranny and aggression seemed on the very point of conquering the world. Today, on every front, they are face to face with defeat—utter and complete defeat. It has taken years of toil and sacrifice to bring us to this moment. But the doom of the aggressor nations was sealed long ago. It was sealed in Washington on January the first, 1942, when the United Nations Declaration was signed.

For centuries to come, men will point to the United Nations as history's most convincing proof of what miracles can be accomplished by nations joined together in a righteous cause. It is a unity achieved in spite of differences of language and custom, of cultural tradition, and of economic structure. It is a unity which proves that no differences of race or color or creed or history or geography can divide the peoples united in a higher community of interest and purpose.

Let us construct a charter of the world organization as soundly as we can, but let us not sacrifice approval to perfection. Let us act now in the sure knowledge that our work can be improved upon with time, but that if we fail to act, we are likely to lose altogether the opportunity which has been given to us to prevent another world war.

Mr. Soong

I wish first of all to speak of China's regard for the memory of Franklin Delano Roosevelt, and I do this with deep emotion. To us he was not only the first citizen of the United States, but also an inspired leader of the world, passionately devoted to the cause of peace and justice among nations. His vision and faith, his statesmanship and courage have brought the victory of the United Nations within sight. He was rightly regarded as the leading proponent and architect of a durable system of peace which was to crown our joint efforts in the present struggle. Only a fortnight ago he was still actively guiding the work of preparation for this great conference. Although he has left us, his work will continue to guide us.

If there is any message that my country, which has been one of the principal victims of aggression and the earliest victim, wishes to give to this conference, it is that we must not hesitate to delegate a part of our sovereignty to the new international organization in the interests of collective security. We must all be ready to make some sacrifices in order to achieve our common purpose. Among nations, no less than among individuals, we must forthwith accept the concept of liberty under law.

Mr. Stettinius The meeting of the chairmen of delegations appointed the Chairman of the Delegation of Cuba, Dr. Guillermo Belt, as Rapporteur, who will now present to you his report based upon the action of the Steering Committee. I now welcome Dr. Belt to the rostrum.

Dr. Belt The chairmen of all delegations represented at the United Nations Conference on International Organization met on April 26 and 27, 1945, for the purpose of organizing the conference.

1. The meeting recommends that [the working languages of the conference will be] English or French.

2. The meeting recommends that English, Russian, Chinese, French, and Spanish be the official languages of the conference.

3. The meeting recommends the confirmation of the temporary Secretary-General, Mr. Alger Hiss, as the Secretary-General of the Conference.

ACT THREE: SECURITY COUNCIL AND VOTING

Mr. Forde Mr. President, Fellow Delegates, Ladies and Gentlemen: Australia joins her voice with those of other nations in paying tribute to the memory of the late President Roosevelt. He fought the battle for world security for many testing years, and I venture to suggest that he won it before he passed away.

The acceptance by the nations of the invitation to this conference means that we are already agreed that world organization is necessary and that the Dumbarton Oaks draft is a suitable basis of discussion.

Charles Raudebaugh (*Reporting in the* San Francisco Chronicle) The controversial question of interpretation of the Yalta formula for voting in the World Security Council was referred back to the home governments of the Big Five nations yesterday by their representatives at the San Francisco Conference. The Big Five nations—United States, England, Russia, China and France—were reported to be in agreement on an interpretation of the veto plan, but there was no indication that it would be acceptable to the smaller nations.

The agreement reached by the Big Five representatives here would give any nation the right to bring a dispute to the Security Council, but would maintain the veto power of any one of the Big Five over recommendations for peaceful settlement, or the use of force.

Mr. Forde While accepting the general principles of the Dumbarton Oaks Proposals, we are of opinion that in some respects they call for expansion and amendment. We propose, therefore, to make positive and constructive suggestions to the conference on certain points. First, we accept the principle that there should be a Security Council of the world organization vested with a wide executive power and authorized to act immediately on behalf of members of the organization in meeting a threat of armed conflict. They are therefore entitled to all the rights and

BEST COPY AVAILABLE

prerogatives which are incidental to or reasonably necessary for the application of sanctions against an aggressor.

One of those rights is the so-called "veto" power. The term "veto" is not altogether a happy one. In relation to sanctions, it means only this: that if the world organization is to exercise economic or military sanctions against an aggressor, which of course involves acts of war, its leading members must act unitedly or not at all. Why any of five powers which is not party to a dispute should be empowered to prevent attempts to settle it by means of conciliation and arbitration, we are quite unable to discover. We think a mistake has been made, and that all the powers concerned should be ready to correct it at this conference.

Voice of Franklin D. Roosevelt We are seeking agreements and arrangements through which the nations would maintain, according to their capacities, adequate forces to meet the needs of preventing war and making impossible deliberate preparations for war, and to have such forces available for joint action when necessary.

Mr. Velloso In this lucid conception of a new system of peace and security, distinctions between large and small nations disappear, so that the efforts of all be added together in the aim toward a single objective, even so because nations which are considered small today may be great, rich, and strong tomorrow.

Mr. Castro The Security Council, as contemplated in the Dumbarton Oaks Proposals, should consist of five permanent members, namely, the United States of America, the United Kingdom of Great Britain and Northern Ireland, the Union of Soviet Socialist Republics, the Republic of China, and France, and also of six nonpermanent members which should be elected for a term of two years, three retiring each year.

If any nation which has a permanent seat in the Security Council is a party to an international dispute submitted to the decision of the Council, the representative of such a nation will have to refrain from voting, and a deadlock will ensue because the issue cannot be decided unless the necessary majority vote includes the concurring votes of all permanent members. To end a deadlock of this nature, and to do so in a way that may fully agree with the democratic ideals of all of our nations, would certainly require reference of the dispute to the General Assembly, which is, as I repeat, the most representative body in the proposed machinery of peace of the United Nations.

Dean Thompson Lynn, I just came back from a meeting where Eleanor Roosevelt spoke. Was I impressed!

Lynn Burch Was it about the United Nations? I have such hopes for an organization of this kind.

Dean Thompson Me too, can you even imagine it—a world without wars. . .

Lynn Burch I could only hope that my three-year-old son will never have to fight in a war.

Mr. Sofianopoulos In the opinion of the Greek Delegation the role assigned to the General Assembly should be a more active role. In particular it should be stipulated that it shall be open to the Assembly to make recommendations on any question that is under consideration or has already been treated by the Security Council.

Mr. Serrato With respect to the projected Security Council, my country affirms that…it sustains the hope that the Council will be formed by procedures of democratic origin.

Uruguay accepts, as a transitory situation, that the four great powers …which have borne the heaviest load of the war…should be assured seats on the Council, but not indefinitely and only for a period which may be judged advisable, say eight to ten years.

ACT FOUR: ADDITIONAL INVITATIONS

Mr. Belt Seating of the Argentine Republic at the conference: The meeting recommends to the Conference in Plenary Session that the representatives of the Argentine Republic should be permitted to take their seats at the conference immediately.

Mr. Eden Any observations on that resolution?

Mr. Molotov The Soviet Delegation consider the question of inviting Argentina to the conference an important one. The question of inviting Argentina to the conference was only brought up before the delegates today, and it had never been discussed previously by representatives of the four sponsoring powers…the Soviet Delegation…suggests that its discussion be postponed for a few days.

Allow me to quote another authoritative statement made by President Roosevelt on October 1, 1944:

"I have been following closely and with increasing concern the development of the Argentine situation in recent months. This situation presents the extraordinary paradox of the growth of Nazi-Fascist methods."

Imagine what would happen if we acted rashly and invited Argentina to the conference, although in the present war she has been assisting the Fascists who are our enemies, and failed to invite Poland, which is an Ally.

If certain sins committed by Argentina may be forgotten, why should we forget Poland's services, why should we forget the great services of the Polish Nation in the struggle against our common foe?

Mr. Padilla While Argentina has been branded a Fascist nation, we must bear in mind that here a distinction must be made between the nation and the government. It is true that when the Fascist government of Argentina still existed, President Roosevelt used strong terms of condemnation, but when Argentina broke with the Axis Powers and took the further step of declaring war on the Axis Powers, President Roosevelt recognized the Argentine Government.

Mr. Spaak May I be allowed to speak in the language of conciliation. The question that is before us is the question of inviting Argentina to take her seat immediately in our Conference of Nations. Now, the Soviet Delegation has merely asked that this question of inviting Argentina be postponed for a few days so as to enable the Soviet Delegation to confer with the representatives of the other three great powers, in an effort to arrive at a decision that shall express their unanimity.

Mr. Stettinius I should like also to refer to the fact that this question was thoroughly thrashed out this morning at the Executive Committee meeting, and that at the Executive Committee meeting a favorable vote was taken that Argentina should be permitted to attend this conference.

Mr. Eden Those in favor of the admission of Argentina in accordance with the terms previously agreed at our Steering Committee this morning, please stand up. Thank you, Gentlemen. Thirty-one. Those against? Heads of delegations, please stand up. Thank you, Gentlemen. Four against.

Mr. Stettinius Ladies and Gentlemen, before introducing the next speaker, I wish to introduce to you some very special guests we have with us this afternoon, some American soldiers, many of whom have been wounded at the front. These boys have come to us from nearby hospitals to be present with us this afternoon. They are sitting in the back of the auditorium, and I am going to ask each of them to rise at this time. Boys. (The entire audience stood and applauded the soldiers.)

Marine I can't believe all these people, famous ones like Mr. Stettinius, are clapping for me. After all I've been through…I never in a million years thought I would be sitting at this Opera House listening to these politicians figure out how to make sure another war like this doesn't ever happen again. I mean, it still isn't over, not in the Pacific.

Pilot I wish they would also mention all my friends who aren't here—the ones that didn't make it. We still haven't finished fighting.

Mr. Saka In the opinion of the Turkish Delegation, the new Charter ought to stipulate that this settlement of disputes should be sought in accordance with the principles of law and justice. . . the General Assembly, which is the true representative organ of the new organization, ought to be endowed with more extensive powers than those provided in the Dumbarton Oaks Proposals, and especially ought to be granted all powers of control in making decisions pertaining to the maintenance of peace and security; this, of course, without limiting in any way the powers originally conferred to the Security Council.

Mr. Belt The Cuban Delegation will strive for a world organization based on nothing more, nor less, than true democracy. Or in other words: equal rights for all nations and submission to the will of the majority.

In reference to the Security Council as outlined at Dumbarton Oaks, the Cuban Delegation wishes to state that we are against permanent members in the Security Council, for this also constitutes an utterly undemocratic privilege.

Voice of Mr. Roosevelt The only limit to our realizations of tomorrow will be our doubts of today.

Mr. Fraser The New Zealand Government has carefully examined the Dumbarton Oaks Proposals and we think that they are…admirable and a great contribution toward the goal that we are aiming at…we still think that there is room for improvement and that there are a number of glaring weaknesses which we suggest an effort should be made to remedy.

First, of all, I would say that a great weakness is the absence of any definite pledge of the members to protect one another from aggression.

The second major deficiency which we see in the Dumbarton Oaks Proposals is the excessive authority which is conferred on the great powers. We fully realize that the primary condition for the success of the organization is that the more powerful nations should remain united in support of it, and we realize also that no security program is worth pursuing unless it commands the adherence of the great powers. We feel that the part which the smaller powers may take in framing the decisions of the world organization could be enlarged.

Mr. Padilla The international organism for security and peace must be built on democratic principles. Democracy safeguards the brotherhood of all men. Should the great powers wish to be alone in authority they would also remain alone in their struggle for supremacy. And, then, what they would establish would only be a return to permanent insecurity.

Social justice, oppression, poverty, wherever they exist, threaten the security of the world. The interdependence of all nations is now an inexorable law.

Mr. Stettinius The president of the United States has announced the end of hostilities in Europe. Nazi Germany has been defeated.

This hour of victory is not a moment for exultation. It is a time for renewed dedication to the cause of peace.

Assembled here are representatives of the United Nations, whose common effort and mutual sacrifice have made this victory possible. It is fitting that they should pay silent homage to the heroic men—living and dead—who have broken the evil power of the enemy on the field of battle and won the opportunity to create a lasting peace.

As president of this conference, charged with the management of conference arrangements, I therefore request that at 11 o'clock, on Tuesday morning, May 8, 1945, all activities and functions of the conference cease for one minute, while all persons associated with the conference join in silent meditation.

ACT FIVE: FINAL AGREEMENTS

Mr. Rothwell It is 3:30 in the morning. Tomorrow, I mean today, the conference comes to a close with the signing of the Charter, and here we are at the printers. The English, French, and Spanish versions of the Charter are printed and ready to be bound. We almost lost those four pages of the Chinese version at about midnight. . . and now we have another crisis. The Russians found a misspelled word so we have had to stop the presses.

Printer Well, I think I know what we can do, I'll just cut out this "e" and replace it with an upside down "e" and that should work.

Mr. Rothwell Are you sure? Resume printing! We still have to get these to Berkeley for the binding.

Lord Halifax Our principal business tonight is to hear the final reports of the Steering Committee and the four commissions of the conference and to vote upon the documents which have been drafted as the result of two months of work.

Mr. Delgado The Commission at its first meeting on June 14 unanimously accepted the Preamble as submitted by Committee I/1. However, there was expression of the general feeling reiterated at the Commission's second meeting on June 15 that the phraseology of the Preamble needed to be improved and simplified.

Mr. Alfaro Mr. Chairman, Fellow Delegates, Ladies and Gentlemen: Commission II has had the privilege and the honor of functioning under the presidency of Field Marshal Jan Christian Smuts, that great elder statesman of the conference, who, I will tell you confidentially, would beat any of us in a race to the top of Tamalpais, whom we will always remember, and future generations will also remember and admire and render tribute to, as the author of the inspiring Preamble of the Charter by which we expect to organize a world of right and peace.

Three of the six principal organs of the United Nations Organization will be established pursuant to the recommendations of Commission II, namely, the General Assembly, the Economic and Social Council, and the Trusteeship Council.

The General Assembly, upon which each member of the United Nations will be represented and in which each member will have one vote, will be—to quote Senator Arthur H. Vandenburg, member of the United States Delegation—"the town meeting of the world." It will be empowered to discuss any questions or matters falling within the scope of the Charter, or relating to the powers and functions of any organ provided in the Charter…the meetings of the General Assembly, except in extraordinary cases, be open to the public and to the press of the world.

Mr. Gromyko The Charter of the United Nations provides for the establishment of the Security Council possessing powers and means necessary for prevention or suppression of aggression.

The conference devoted much of its time to the question of working out the part of the Charter dealing with the establishment of the second important organ of the organization—the General Assembly—and defining its functions and powers. These functions and powers…give the Assembly great opportunities to make an important contribution to the cause of the maintenance of peace and security.

Mr. Koo The United Nations Conference on International Organization has concluded its vitally important mission of writing a charter. This instrument will, I believe, prove itself to be an epoch-making document and will rank in its contribution to international justice and peace with the Magna Carta and the Constitution of the United States in their contribution to political liberty and representative government.

Mr. Stettinius Mr. President, Fellow Delegates, the final plenary session of the United Nations Conference on International Organization is now convened.

Every nation represented here has had a part in the making of this Charter. Sentence by sentence, article by article, it has been hammered out around the conference tables. We have spoken freely with each other, and often we have disagreed. When we disagreed we tried again, and then again, until we ended in reconciling the differences among us.

This is the way of friendship and this is the way of peace, and this is the only way that nations of free men can make a charter for peace and the only way that they can live at peace with one another.

The San Francisco Conference has fulfilled its mandate. The Charter of a permanent United Nations has now been written.

Charles Raudebaugh (*Reporting in the* San Francisco Chronicle) Cheering, applauding, flag-waving people by the hundreds of thousands lined the streets of San Francisco yesterday to welcome President Truman for the climatic close of the United Nations Security Conference today.

It was the greatest demonstration in the city's history.

An estimated half-million persons stood five and six deep along virtually every block of the six-mile route of the presidential motorcade from the Lombard street terminus of the Golden Gate Bridge to the temporary White House in the Fairmont Hotel atop Nob Hill.

Mr. Truman's mission in San Francisco is to complete one of the tasks begun by President Franklin D. Roosevelt, whom he succeeded a scant 11 weeks ago.

Today he will fulfill that mission by delivering a worldwide address at the closing plenary session of the San Francisco Conference which has spent the last two months writing the charter for the world organization.

Mr. Lundquist I have an idea! I'll put out this paper so that the delegates can practice signing their names before each of their turns. Now I want someone to draw pencil lines where each delegate will sign, later we can erase those lines. We need to make sure that we have sufficient pens.

Mr. Rothwell	Here is the procedure for the signing of the Charter. The Protocol Officer will call the name of the first country, and the names of the countries will be called in alphabetical order. The Signing Officer will know where each delegate has to sign. We need to have pens, blotters, and an alphabetical list of the countries.
President Harry S. Truman	Let us, therefore, each in his own nation and according to its own way, seek immediate approval of this Charter—and make it a living thing.

STATEMENTS OF THE DELEGATES AT THE SIGNING OF THE UNITED NATIONS CHARTER
SAN FRANCISCO, JUNE 26, 1945

THE ACTING CHAIRMAN OF THE DELEGATION OF CHINA
THE HONORABLE V. K. WELLINGTON KOO

THE ACTING CHAIRMAN OF THE DELEGATION OF
THE UNION OF SOVIET SOCIALIST REPUBLICS
THE HONORABLE A. A. GROMYKO

THE CHAIRMAN OF THE DELEGATION OF THE UNITED KINGDOM
THE EARL OF HALIFAX

THE ACTING CHAIRMAN OF THE DELEGATION OF FRANCE
THE HONORABLE JOSEPH PAUL-BONCOUR

THE CHAIRMAN OF THE DELEGATION OF URUGUAY
THE HONORABLE JOSÉ SERRATO

THE CHAIRMAN OF THE DELEGATION OF AUSTRALIA
THE HONORABLE DR. HERBERT VERE EVAN

THE CHAIRMAN OF THE DELEGATION OF BRAZIL
THE HONORABLE PEDRO LEÃO VELLOSO

THE CHAIRMAN OF THE DELEGATION OF CUBA
THE HONORABLE GUILLERMO BELT RAMIREZ

THE CHAIRMAN OF THE DELEGATION OF EL SALVADOR
THE HONORABLE HECTOR DAVID CASTRO

THE CHAIRMAN OF THE DELEGATION OF GREECE
THE HONORABLE JOHN SOFIANOPOULOS

THE CHAIRMAN OF THE DELEGATION OF MEXICO
THE HONORABLE EZEQUIEL PADILLA

THE CHAIRMAN OF THE DELEGATION OF NEW ZEALAND
THE HONORABLE PETER FRASER

THE CHAIRMAN OF THE DELEGATION OF THE UNITED STATES OF AMERICA
THE HONORABLE EDWARD R. STETTINIUS, JR.

THE CHAIRMAN OF THE DELEGATION OF THE UNION OF SOUTH AFRICA
FIELD MARSHAL JAN CHRISTIAN SMUTS

THE CHAIRMAN OF THE DELEGATION OF TURKEY
THE HONORABLE HASAN SAKA

BEST COPY AVAILABLE

READERS' THEATER NAMETAGS

DELEGATES	
Edward R. Stettinius United States	Guillermo Belt Ramírez Cuba
Frances M. Forde Australia	Pedro Leão Velloso Brazil
Hector David Castro El Salvador	John Sofianopoulos Greece
José Serrato Uruguay	Anthony Eden United Kingdom
V. M. Molotov Union of Soviet Socialist Republics	Ezequiel Padilla Mexico

Paul-Henri Spaak Belgium	Hasan Saka Turkey
Peter Fraser New Zealand	Earl of Halifax United Kingdom
Francisco A. Delgado Philippines	Ricardo Alfaro Panama
A. A. Gromyko Union of Soviet Socialist Republics	V. K. Wellington Koo China

PRESS

Richard V. Hyer *San Francisco Examiner*	Charles Raudebaugh *San Francisco Chronicle*

INVITED GUESTS	
Harry S. Truman President of the United States	Roger D. Lapham Mayor of San Francisco
Marine	Navy Pilot

BEHIND THE SCENES & VOICES	
Charles Easton Rothwell	Oliver Lundquist
Printer	Franklin D. Roosevelt

ON THE STREET	
David Minasian	Marvin Chmelka
Dean Thompson	Lynn Burch

THE CHARTER OF THE UNITED NATIONS
GROUP ONE

PREAMBLE

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbours, and to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

handout 1.3b

THE CHARTER OF THE UNITED NATIONS
GROUP TWO

CHAPTER I: PURPOSES AND PRINCIPLES

Article I The Purposes of the United Nations are:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;

2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;

3. To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and

4. To be a centre for harmonizing the actions of nations in the attainment of these common ends.

Article 2 The Organization and its Members, in pursuit of the Purposes stated in Article 1, shall act in accordance with the following Principles.

1. The Organization is based on the principle of the sovereign equality of all its Members.

2. All Members, in order to ensure to all of them the rights and benefits resulting from membership, shall fulfill in good faith the obligations assumed by them in accordance with the present Charter.

3. All Members shall settle their international disputes by peaceful means in such a manner that international peace and security, and justice, are not endangered.

4. All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.

5. All Members shall give the United Nations every assistance in any action it takes in accordance with the present Charter, and shall refrain from giving assistance to any state against which the United Nations is taking preventive or enforcement action.

THE CHARTER OF THE UNITED NATIONS
GROUP THREE

CHAPTER II: MEMBERSHIP

Article 3 The original Members of the United Nations shall be the states which, having participated in the United Nations Conference on International Organization at San Francisco, or having previously signed the Declaration by United Nations of 1 January 1942, sign the present Charter and ratify it in accordance with Article 110.

Article 4

1. Membership in the United Nations is open to all other peace-loving states which accept the obligations contained in the present Charter and, in the judgment of the Organization, are able and willing to carry out these obligations.
2. The admission of any such state to membership in the United Nations will be effected by a decision of the General Assembly upon the recommendation of the Security Council.

Article 5 A Member of the United Nations against which preventive or enforcement action has been taken by the Security Council may be suspended from the exercise of the rights and privileges of membership by the General Assembly upon the recommendation of the Security Council. The exercise of these rights and privileges may be restored by the Security Council.

Article 6 A Member of the United Nations which has persistently violated the Principles contained in the present Charter may be expelled from the Organization by the General Assembly upon the recommendation of the Security Council.

BEST COPY AVAILABLE

handout 1.3d

THE CHARTER OF THE UNITED NATIONS
GROUP FOUR

CHAPTER IV: THE GENERAL ASSEMBLY

Article 9

1. The General Assembly shall consist of all the Members of the United Nations.
2. Each Member shall have not more than five representatives in the General Assembly.

Article 10

The General Assembly may discuss any questions or any matters within the scope of the present Charter or relating to the powers and functions of any organs provided for in the present Charter, and, except as provided in Article 12, may make recommendations to the Members of the United Nations or to the Security Council or to both on any such questions or matters.

Article 11

1. The General Assembly may consider the general principles of co-operation in the maintenance of international peace and security, including the principles governing disarmament and the regulation of armaments, and may make recommendations with regard to such principles to the Members or to the Security Council or to both.
2. The General Assembly may discuss any questions relating to the maintenance of international peace and security brought before it by any Member of the United Nations, or by the Security Council, or by a state which is not a Member of the United Nations in accordance with Article 35, paragraph 2, and, except as provided in Article 12, may make recommendations with regard to any such questions to the state or states concerned or to the Security Council or to both. Any such question on which action is necessary shall be referred to the Security Council by the General Assembly either before or after discussion.
3. The General Assembly may call the attention of the Security Council to situations which are likely to endanger international peace and security.

Article 18

1. Each member of the General Assembly shall have one vote.
2. Decisions of the General Assembly on important questions shall be made by a two-thirds majority of the members present and voting. These questions shall include: recommendations with respect to the maintenance of international peace and security, the election of the non-permanent members of the Security Council, the election of the members of the Economic and Social Council, the election of members of the Trusteeship Council in accordance with paragraph I (c) of Article 86, the admission of new Members to the United Nations, the suspension of the rights and privileges of membership, the expulsion of Members, questions relating to the operation of the trusteeship system, and budgetary questions.

handout 1.3e

THE CHARTER OF THE UNITED NATIONS
GROUP FIVE

CHAPTER V: THE SECURITY COUNCIL

Article 23

1. The Security Council shall consist of fifteen Members of the United Nations. The Republic of China, France, the Union of Soviet Socialist Republics, the United Kingdom of Great Britain and Northern Ireland, and the United States of America shall be permanent members of the Security Council. The General Assembly shall elect ten other Members of the United Nations to be non-permanent members of the Security Council, due regard being specially paid, in the first instance to the contribution of Members of the United Nations to the maintenance of international peace and security and to the other purposes of the Organization, and also to equitable geographical distribution.

2. The non-permanent members of the Security Council shall be elected for a term of two years. In the first election of the non-permanent members after the increase of the membership of the Security Council from eleven to fifteen, two of the four additional members shall be chosen for a term of one year. A retiring member shall not be eligible for immediate re-election.

3. Each member of the Security Council shall have one representative.

Article 26

In order to promote the establishment and maintenance of international peace and security with the least diversion for armaments of the world's human and economic resources, the Security Council shall be responsible for formulating, with the assistance of the Military Staff Committee referred to in Article 47, plans to be submitted to the Members of the United Nations for the establishment of a system for the regulation of armaments.

Article 27

1. Each member of the Security Council shall have one vote.

2. Decisions of the Security Council on procedural matters shall be made by an affirmative vote of nine members.

3. Decisions of the Security Council on all other matters shall be made by an affirmative vote of nine members including the concurring votes of the permanent members; provided that, in decisions under Chapter VI, and under paragraph 3 of Article 52, a party to a dispute shall abstain from voting.

Article 31

Any Member of the United Nations which is not a member of the Security Council may participate, without vote, in the discussion of any question brought before the Security Council whenever the latter considers that the interests of that Member are specially affected.

handout 1.3f

THE CHARTER OF THE UNITED NATIONS
GROUP SIX

CHAPTER VI: PACIFIC SETTLEMENT OF DISPUTES

Article 33

1. The parties to any dispute, the continuance of which is likely to endanger the maintenance of international peace and security, shall, first of all, seek a solution by negotiation, enquiry, mediation, conciliation, arbitration, judicial settlement, resort to regional agencies or arrangements, or other peaceful means of their own choice.

2. The Security Council shall, when it deems necessary, call upon the parties to settle their dispute by such means.

Article 34

The Security Council may investigate any dispute, or any situation which might lead to international friction or give rise to a dispute, in order to determine whether the continuance of the dispute or situation is likely to endanger the maintenance of international peace and security.

Article 35

1. Any Member of the United Nations may bring any dispute, or any situation of the nature referred to in Article 34, to the attention of the Security Council or of the General Assembly.

2. A state which is not a Member of the United Nations may bring to the attention of the Security Council or of the General Assembly any dispute to which it is a party if it accepts in advance, for the purposes of the dispute, the obligations of pacific settlement provided in the present Charter.

Article 37

1. Should the parties to a dispute of the nature referred to in Article 33 fail to settle it by the means indicated in that Article, they shall refer it to the Security Council.

2. If the Security Council deems that the continuance of the dispute is in fact likely to endanger the maintenance of international peace and security, it shall decide whether to take action under Article 36 or to recommend such terms of settlement as it may consider appropriate.

THE CHARTER OF THE UNITED NATIONS
GROUP SEVEN

CHAPTER VII: ACTION WITH RESPECT TO THREATS TO THE PEACE, BREACHES OF THE PEACE, AND ACTS OF AGGRESSION

Article 39

The Security Council shall determine the existence of any threat to the peace, breach of the peace, or act of aggression and shall make recommendations, or decide what measures shall be taken in accordance with Articles 41 and 42, to maintain or restore international peace and security.

Article 40

In order to prevent an aggravation of the situation, the Security Council may, before making the recommendations or deciding upon the measures provided for in Article 39, call upon the parties concerned to comply with such provisional measures as it deems necessary or desirable. Such provisional measures shall be without prejudice to the rights, claims, or position of the parties concerned. The Security Council shall duly take account of failure to comply with such provisional measures.

Article 41

The Security Council may decide what measures not involving the use of armed force are to be employed to give effect to its decisions, and it may call upon the Members of the United Nations to apply such measures. These may include complete or partial interruption of economic relations and of rail, sea, air, postal, telegraphic, radio, and other means of communication, and the severance of diplomatic relations.

Article 43

1. All Members of the United Nations, in order to contribute to the maintenance of international peace and security, undertake to make available to the Security Council, on its call and in accordance with a special agreement or agreements, armed forces, assistance, and facilities, including rights of passage, necessary for the purpose of maintaining international peace and security.

Article 47

1. There shall be established a Military Staff Committee to advise and assist the Security Council on all questions relating to the Security Council's military requirements for the maintenance of international peace and security, the employment and command of forces placed at its disposal, the regulation of armaments, and possible disarmament.
2. The Military Staff Committee shall consist of the Chiefs of Staff of the permanent members of the Security Council or their representatives. Any Member of the United Nations not permanently represented on the Committee shall be invited by the Committee to be associated with it when the efficient discharge of the Committee's responsibilities requires the participation of that Member in its work.

BEST COPY AVAILABLE

THE CHARTER OF THE UNITED NATIONS
GROUP EIGHT

CHAPTER IX: INTERNATIONAL ECONOMIC AND SOCIAL CO-OPERATION

Article 55

With a view to the creation of conditions of stability and well-being which are necessary for peaceful and friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, the United Nations shall promote:

a. higher standards of living, full employment, and conditions of economic and social progress and development;

b. solutions of international economic, social, health, and related problems; and international cultural and educational cooperation; and

c. universal respect for, and observance of, human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion.

Article 57

1. The various specialized agencies, established by intergovernmental agreement and having wide international responsibilities, as defined in their basic instruments, in economic, social, cultural, educational, health, and related fields, shall be brought into relationship with the United Nations in accordance with the provisions of Article 63.

CHAPTER X: THE ECONOMIC AND SOCIAL COUNCIL

Article 61

1. The Economic and Social Council shall consist of fifty-four Members of the United Nations elected by the General Assembly.

Article 62

1. The Economic and Social Council may make or initiate studies and reports with respect to international economic, social, cultural, educational, health, and related matters and may make recommendations with respect to any such matters to the General Assembly to the Members of the United Nations, and to the specialized agencies concerned.

2. It may make recommendations for the purpose of promoting respect for, and observance of, human rights and fundamental freedoms for all.

Article 63

2. It may co-ordinate the activities of the specialized agencies through consultation with and recommendations to such agencies and through recommendations to the General Assembly and to the Members of the United Nations.

Article 67

1. Each member of the Economic and Social Council shall have one vote.

2. Decisions of the Economic and Social Council shall be made by a majority of the members present and voting.

THE CHARTER OF THE UNITED NATIONS
GROUP NINE

CHAPTER XII: INTERNATIONAL TRUSTEESHIP SYSTEM

Article 75

The United Nations shall establish under its authority an international trusteeship system for the administration and supervision of such territories as may be placed thereunder by subsequent individual agreements. These territories are hereinafter referred to as trust territories.

Article 76

The basic objectives of the trusteeship system, in accordance with the Purposes of the United Nations laid down in Article I of the present Charter, shall be:

a. to further international peace and security;
b. to promote the political, economic, social, and educational advancement of the inhabitants of the trust territories, and their progressive development towards self-government or independence;
c. to encourage respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion, and to encourage recognition of the interdependence of the peoples of the world; and
d. to ensure equal treatment in social, economic, and commercial matters for all Members of the United Nations and their nationals.

Article 77

1. The trusteeship system shall apply to such territories in the following categories as may be placed thereunder by means of trusteeship agreements:

a. territories now held under mandate;
b. territories which may be detached from enemy states as a result of the Second World War; and
c. territories voluntarily placed under the system by states responsible for their administration.

CHAPTER XIII: THE TRUSTEESHIP COUNCIL

Article 86

1. The Trusteeship Council shall consist of the following Members of the United Nations:

a. those Members administering trust territories;
b. such of those Members mentioned by name in Article 23 as are not administering trust territories; and
c. as many other Members elected for three-year terms by the General Assembly as may be necessary to ensure that the total number of members of the Trusteeship Council is equally divided between those Members of the United Nations which administer trust territories and those which do not.

Article 89

1. Each member of the Trusteeship Council shall have one vote.

2. Decisions of the Trusteeship Council shall be made by a majority of the members present and voting.

THE CHARTER OF THE UNITED NATIONS
GROUP TEN

CHAPTER XIV: THE INTERNATIONAL COURT OF JUSTICE

Article 92

The International Court of Justice shall be the principal judicial organ of the United Nations. It shall function in accordance with the annexed Statute, which is based upon the Statute of the Permanent Court of International Justice and forms an integral part of the present Charter.

Article 93

1. All Members of the United Nations are ipso facto parties to the Statute of the International Court of Justice.
2. A state which is not a Member of the United Nations may become a party to the Statute of the International Court of Justice on conditions to be determined in each case by the General Assembly upon the recommendation of the Security Council.

Article 94

1. Each Member of the United Nations undertakes to comply with the decision of the International Court of Justice in any case to which it is a party.
2. If any party to a case fails to perform the obligations incumbent upon it under a judgment rendered by the Court, the other party may have recourse to the Security Council, which may, if it deems necessary, make recommendations or decide upon measures to be taken to give effect to the judgment.

Article 95

Nothing in the present Charter shall prevent Members of the United Nations from entrusting the solution of their differences to other tribunals by virtue of agreements already in existence or which may be concluded in the future.

Article 96

1. The General Assembly or the Security Council may request the International Court of Justice to give an advisory opinion on any legal question.
2. Other organs of the United Nations and specialized agencies, which may at any time be so authorized by the General Assembly, may also request advisory opinions of the Court on legal questions arising within the scope of their activities.

THE CHARTER OF THE UNITED NATIONS
GROUP ELEVEN

CHAPTER XV: THE SECRETARIAT

Article 97

The Secretariat shall comprise a Secretary-General and such staff as the Organization may require. The Secretary-General shall be appointed by the General Assembly upon the recommendation of the Security Council. He shall be the chief administrative officer of the Organization.

Article 98

The Secretary-General shall act in that capacity in all meetings of the General Assembly, of the Security Council, of the Economic and Social Council, and of the Trusteeship Council, and shall perform such other functions as are entrusted to him by these organs. The Secretary-General shall make an annual report to the General Assembly on the work of the Organization.

Article 99

The Secretary-General may bring to the attention of the Security Council any matter which in his opinion may threaten the maintenance of international peace and security.

Article 100

1. In the performance of their duties the Secretary-General and the staff shall not seek or receive instructions from any government or from any other authority external to the Organization. They shall refrain from any action which might reflect on their position as international officials responsible only to the Organization.

2. Each Member of the United Nations undertakes to respect the exclusively international character of the responsibilities of the Secretary-General and the staff and not to seek to influence them in the discharge of their responsibilities.

Article 101

1. The staff shall be appointed by the Secretary-General under regulations established by the General Assembly.

2. Appropriate staffs shall be permanently assigned to the Economic and Social Council, the Trusteeship Council, and, as required, to other organs of the United Nations. These staffs shall form a part of the Secretariat.

3. The paramount consideration in the employment of the staff and in the determination of the conditions of service shall be the necessity of securing the highest standards of efficiency, competence, and integrity. Due regard shall be paid to the importance of recruiting the staff on as wide a geographical basis as possible.

THE CHARTER OF THE UNITED NATIONS
POSTER PROJECT INSTRUCTIONS

Read the chapter(s) of the Charter of the United Nations you have received. Remember in some cases not all the articles are included. Become familiar with the information in the chapter since you will be called upon throughout the unit on the United Nations when a question regarding that particular section of the Charter arises.

Make a poster of the major themes of this chapter. Be creative in translating the information included in the chapter to the poster. Use drawings, collages, or designs to present the information for the rest of the class. Be creative in how the information is presented!

© SPICE

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
GROUP ONE

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human being shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member states have pledged themselves to achieve, in cooperation with the Untied Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore,

THE GENERAL ASSEMBLY PROCLAIMS

THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

BEST COPY AVAILABLE

handout 1.3n

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
GROUP TWO

Article 1	All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
Article 2	Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other imitation of sovereignty.
Article 3	Everyone has the right to life, liberty and security of person.
Article 4	No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
Article 5	No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
Article 6	Everyone has the right to recognition everywhere as a person before the law.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
GROUP THREE

Article 7	All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.
Article 8	Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.
Article 9	No one shall be subjected to arbitrary arrest, detention or exile.
Article 10	Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.
Article 11	1. Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense. 2. No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.
Article 12	No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

handout 1.3p

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
GROUP FOUR

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
GROUP FIVE

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
GROUP SIX

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

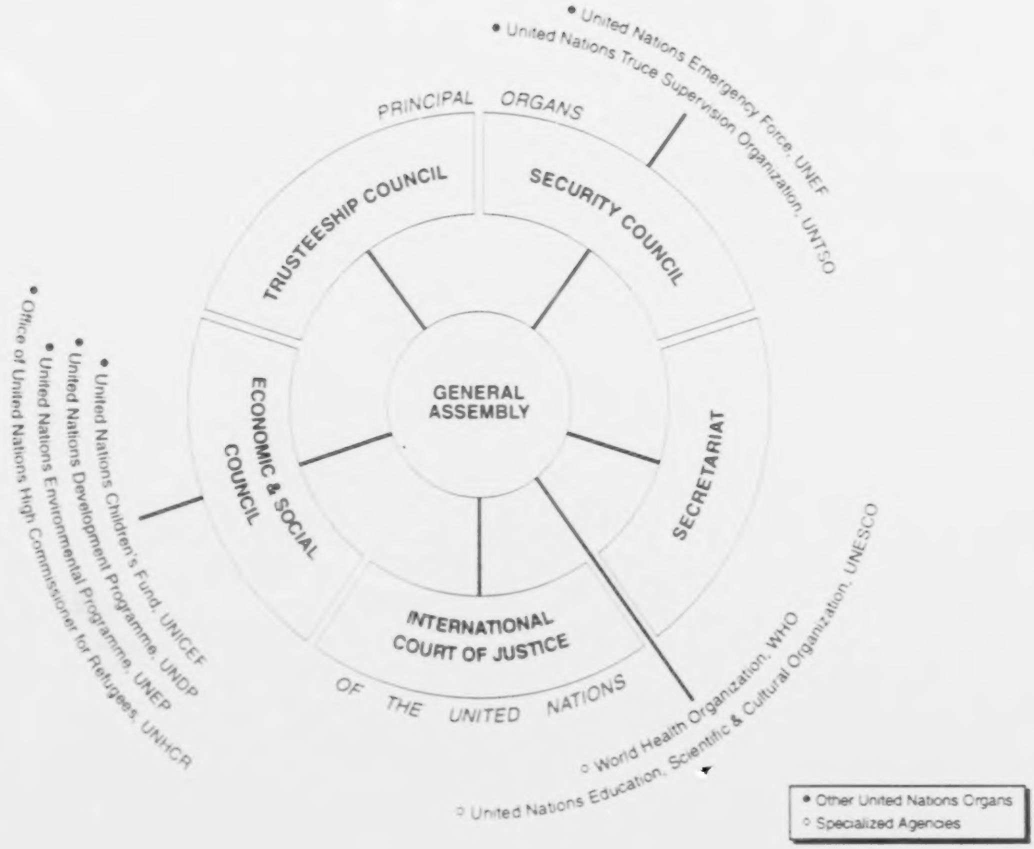
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS
POSTER PROJECT INSTRUCTIONS

Read the chapter(s) of The Universal Declaration of Human Rights you have received. Remember in some cases not all the articles are included. Become familiar with the information in the chapter since you will be called upon throughout the unit on the United Nations when a question regarding the particular section of the Declaration arises.

Make a poster of the major themes of this chapter. Be creative in translating the information included in the chapter to the poster. Use drawings, collages, or designs to present the information for the rest of the class. Be creative in how the information is presented!

handout 1.3f

STRUCTURE OF THE UNITED NATIONS


PRINCIPAL ORGANS OF THE UNITED NATIONS
GENERAL ASSEMBLY
TRUSTEESHIP COUNCIL
SECURITY COUNCIL
SECRETARIAT
INTERNATIONAL COURT OF JUSTICE
ECONOMIC & SOCIAL COUNCIL
• United Nations Emergency Force, UNEF
• United Nations Truce Supervision Organization, UNTSO
• United Nations Children's Fund, UNICEF
• United Nations Development Programme, UNDP
• United Nations Environmental Programme, UNEP
• Office of United Nations High Commissioner for Refugees, UNHCR
○ World Health Organization, WHO
○ United Nations Education, Scientific & Cultural Organization, UNESCO
• Other United Nations Organs
○ Specialized Agencies

BEST COPY AVAILABLE

UNITED NATIONS RESEARCH CARDS

HISTORY CARDS	
Teheran Conference 1943	United Nations Charter 1945
League of Nations	Woodrow Wilson & The Fourteen Points
World War II	The Great Powers: China, England, the Soviet Union, and the United States
Franklin D. Roosevelt, Winston Churchill, and Josef Stalin	World War I
Four Freedoms	The Atlantic Charter 1941
San Francisco Conference April 25, 1945	October 24, 1945
Yalta Conference 1945	Dumbarton Oaks Conference 1944
Universal Declaration of Human Rights 1948	Eleanor Roosevelt

STRUCTURE CARD	
General Assembly	Security Council
Trusteeship Council	Economic and Social Council
International Court of Justice	Secretariat

SECRETARY-GENERAL CARDS	
Trygve Lie	Dag Hammarskjöld
U Thant	Kurt Waldheim
Javier Pérez de Cuéllar	Boutros Boutros-Ghali

FUTURE ISSUES FOR THE UNITED NATIONS CARDS	
Admitting new Members to the Security Council	Establishing a Permanent United Nations Peacekeeping Force

© SPICE

Lesson Two

WHAT IS CONFLICT?

> Peace brings riches; riches bring pride; pride brings anger; anger brings war; war brings poverty; poverty bring humanity; humanity brings peace; peace, as I have said, brings riches, and so the world's affairs go round.
> —Luigi da Porto

Introduction

In this lesson, the students will begin to examine the concept of conflict. First, the students will observe and analyze a conflict acted out by two volunteers. This demonstration, entitled "I Want That Orange!" will illustrate one type of conflict as well as help students break down the elements of conflict. The students will discuss some methods used in resolving and/or managing conflict. Then through a guided writing assignment, the students will create their own definition of conflict based on their personal experiences.

Materials

- Teacher Guide 2a, *Roleplay Guide*
- Teacher Guide 2b, *Roleplay Descriptions*
- Handout 2a, *Six Categories of Conflict*, one for each student
- Handout 2b, *Elements of Conflict*, one for each student
- Handout 2c, *Conflict Resolution Techniques*, one for each student
- Handout 2d, *What Is Conflict?*, one for each student
- An orange
- A timer or watch

Suggested Time

One class period

Teacher Preparation

1. Make a copy of the Teacher Guides 2a and 2b. Select two students to act out the roleplay. Meet with the student to make sure that they understand their parts. Emphasize that they should not disclose anything to the rest of the class. Explain to them that they will act out this conflict in three acts and that you will interrupt them on purpose. Share with these students the roleplay guide so that they know what should be included in each act.

2. Make enough copies of all the handouts for each student. Have the handouts ready to distribute after each act of the roleplay.

3. The roleplay is designed to illustrate a "simple" conflict—two people want the same thing. The structure of the roleplay is designed to allow the students to explore the dynamics of a conflict, to analyze the

BEST COPY AVAILABLE

elements of a conflict, and to attempt to resolve a conflict. The class should be encouraged to play the role of the mediator. Your role as the facilitator is to give this roleplay a structure by stopping the action and debriefing with the students.

Suggested Procedure

Part One: Conflict

1. Instruct the students that they will be watching a three act roleplay entitled "I Want That Orange!" Ask the actors to begin the play.

2. After about five minutes—when the actors have established the conflict over the orange—interrupt the play.

3. Distribute Handout 2a, *Six Categories of Conflict* to each of the students. Ask the students to read the handout and to identify what type of conflict is being acted out in this roleplay.

4. Initiate a discussion with the students by asking the following questions:

   - What is the conflict?
   - What do you know about this conflict?
   - What issues are being raised by the participants?
   - How did each participant respond to the conflict?

5. Before the roleplay continues, tell the class that they are allowed to ask the actors one question. Give the class only five minutes to decide on the question. Allow the students to ask the question and the actors to respond.

6. Begin Act Two. The actors should continue their conflict by demanding that each gets their own way. The participants should begin to reveal what their need for the orange is, but not what part of the orange they need. Encourage the students to play the role of the mediator by asking questions. Hopefully, through the questions and the "mediation skills" of the class, this will become obvious.

7. Interrupt Act Two. Ask the students the following questions:

   - What reasons were given by each actor for needing the orange?
   - What is important to each actor?

8. Distribute Handout 2b, *Elements of Conflict*, to each of the students. Ask students to break down the orange conflict by drawing the elements of this conflict using patterns and designs. Explain to the students that on the handout are words commonly used in the study of conflict resolution and management. Encourage them to use these words as part of their drawing.

9. In addition to a graphic representation, instruct the students to brainstorm with a partner some possible solutions for this conflict.

Part Two: Conflict Resolution

10. Begin Act Three. In this act it should become clear that each actor can have what they want. The solution in this conflict is easy—each person wants a different part of the orange. But one of the crucial factors in resolving this conflict is communication.

11. Stop the roleplay and ask the students to help resolve this conflict. Ask them to list some suggestions. Some possible suggestions could be that the participants divide the orange in half. Warn the actors that they should be adamant that this is not possible. Other suggestions might include going to another grocery store for oranges. But again, the actors should emphasize that this is the last orange in the entire town/city/country.

12. Ask the students the following questions:

- How can the participants resolve and/or manage their conflict?
- What are they willing to give up?
- What issues are important for each participant?
- What is needed in order to resolve and/or manage the conflict?

13. Distribute Handout 2c, *Conflict Resolution Techniques.* Explain to the students that the techniques described in Handout 2c are from the *Peacekeeper's Handbook* produced by the International Peace Academy. They should use this handout when they start studying the United Nations peacekeeping efforts.

14. Ask the students to help resolve the orange conflict. When it becomes obvious that they need different parts of the orange, end the roleplay. Thank the actors for their participation. Explain to the class that this is a very simplified conflict and that for the most part, conflicts are a great deal more complex.

15. Ask the students some of the following questions:

- What factors made it possible to resolve this conflict?
- How might this conflict have been impossible to resolve? (Look for factors such as language barriers or violence.)
- How do other cultures deal with conflict?

16. Explain to the students that they will begin to study conflicts around the world and the efforts of the United Nations to resolve and/or manage those conflicts. Remind students to keep these ideas about conflicts in mind as they begin to read and analyze what the United Nations has done to resolve and/or manage conflicts.

17. Distribute Handout 2d, *What Is Conflict?*, to the students to complete as homework. Tell the students that they should use their own experiences to answer these questions.

"I WANT THAT ORANGE!"
ROLEPLAY GUIDE

Part One: Conflict

Act One

Student actors set the stage by acting out the moment of encounter of two people in a grocery store who each want the last orange available. One needs the orange to make juice for his/her baby. The baby is sick and part of the cure is fresh orange juice. The second person needs the orange rind for a cake for his/her brother. Act One has each actor demanding that the other let go of the orange. Explain to the student actors that they should think about how they would react in a similar situation. Emphasize to the students acting that they should NOT disclose their reasons for wanting the orange nor what part of the orange they need in Act One.

Act Two

Before beginning Act Two, the class will be allowed to ask the actors one question. Give the class only five minutes to decide on a question. Student actors should respond to the question. Resume Act Two. The actors should continue their conflict by demanding that each gets their own way. Towards the end of this act, the student actors might want to start giving part of the reason they want the orange. For example, Person A can say, "I want it for my brother!" And Person B can say, "I need it for my baby!" One of the purposes of this roleplay is to get the audience to help find a solution, so that asking the right question will be important. Someone asking "why do you need it for your baby?" would move the process along.

Part Two: Conflict Resolution

Act Three

In this act it should become clear that each participant can have what they want. The solution in this conflict is easy—each participant wants a different part of the orange. But one of the crucial factors in resolving this conflict is communication.

Interrupt the roleplay to ask the class to resolve this conflict. Ask the class to share some possible solutions to this conflict. Some possible suggestions could be that the actors divide the orange in half. Warn the actors that they should be adamant that this is not possible—that they need all of it. Other suggestions might include going to another grocery store for oranges. But again, have the actors emphasize that this is the last orange in the entire town/city/country. But they should not reveal that until the students ask the right kinds of questions. Someone will eventually ask "why do you need it?" and ask for more details. When it becomes obvious that Person A can have the peel and Person B can have the juice, end the roleplay.

"I WANT THAT ORANGE!"
ROLEPLAY DESCRIPTIONS

Person A

You are shopping for ingredients to make an orange-spice cake for your brother's birthday. This recipe has been a family tradition ever since you can remember. Your mother made this special cake for all the birthdays and special occasions. The key ingredient for this recipe is the entire peel of one orange which gives this cake a unique flavor. You have found all the other ingredients. You are standing in the fruits and vegetables aisle and reach for the last orange, when at the same time, someone else reaches for it. Your role is to act out what you will say to this other person.

Person B

You are shopping for fresh oranges to make orange juice for your baby. You came to the grocery store immediately after seeing the baby's doctor who prescribed fresh squeezed orange juice for your baby. The doctor emphasized fresh orange juice as compared to juice from concentrate or from a carton. You are standing in the fruits and vegetables aisle and reach for the last orange, when at the same time someone else reaches for it. You are standing facing this person both holding the orange. Your role is to act out what you will say to this other person.

adapted from the *Ugli Orange* by R. J. House by Leah Wing and Holly Marden-Cruz.

SIX CATEGORIES OF CONFLICT

Intrapersonal conflict	involves a single individual whose two or more goals, beliefs, or actions cannot be reconciled or achieved simultaneously. For instance, if a student wants both to do well on an exam tomorrow and go to a party with friends tonight, he or she faces an intrapersonal conflict.
Interpersonal conflict	involves two or more individuals whose goals, beliefs, or actions cannot be reconciled or simultaneously achieved. When two people both claim a piece of property as their own, an interpersonal conflict arises.
Intragroup conflict	occurs between the members of a single group.
Intergroup conflict	takes place between two or more discrete groups of individuals.
International conflict	occurs between two or more nations.
Global conflict	occurs when human goals, actions, or beliefs cannot be reconciled, but the individuals involved do not necessarily belong to discrete groups or nations. Environmental problems are commonly related to the causes of some global conflicts.

—from *Anatomy of Conflict*, 1988

handout 2b

ELEMENTS OF CONFLICT

Use the space below to draw the Orange Conflict using symbols, designs, and/or patterns representing each of the following terms: participant(s), goals, values, interests, resources, interaction, and resolution.

With a partner, brainstorm a list of possible solutions.

handout 2c

CONFLICT RESOLUTION TECHNIQUES

Section 1—Introduction

1. It is important to remember, and to keep on reminding oneself, that the United Nations is a civilian organization having neither a military staff nor a military hierarchy to plan and direct (military) peacekeeping operations. The omission is intentional and underlines the determination in the UN's political circles not to relinquish any part of its overall control of and responsibility for UN peacekeeping operations to the military.

Section 2—Definition

3. The term "peacekeeping" has been used to describe a variety of internal security situations in which military and police forces have been involved—mostly in an enforcement capacity. However, peacekeeping is essentially a third party initiative by the means of which an uncommitted, non-aligned "agent" can keep two or more hostile states or communities apart. Since there is a tendency to misinterpret the true sense of the word "peacekeeping" and to misunderstand the role and responsibilities of those who carry out peacekeeping duties, it is important that peacekeeping in the context of United Nations operations should be clearly defined. It is not possible to quote an authoritative UN interpretation as the UN has never formulated an exact definition for peacekeeping. There is, however, a clear cut definition (used by the International Peace Academy in its studies into violence control) which is appropriate and specific enough for use in this manual. It defines international peacekeeping as:

> the prevention, containment, moderation and termination of hostilities between or within states, through the medium of a peacekeeping third party intervention organized and directed internationally, using multinational forces of soldiers, police and civilians to restore and maintain peace.

Section 3—Categories of Conflict

4. The adoption by the United Nations of the use of peaceful third party methods for dealing with conflicts between and within nations is something new in military concepts. . . .United Nations operations, other than that in Korea (1950-53), have been based on two fundamental principles:

   a. that they take place with either the consent or at the request of the states or state concerned,
   b. that force is not used to obtain an end to the fighting or to maintain law and order.

6. The categories of conflict can be broken down into interstate, intrastate and domestic (community). The first of these is a war situation in which two or more states fight each other; it could be anything from a world war to a direct territorial dispute between states, such as in the Middle East and between India and Pakistan during the 1950s and 1960s. The higher the level in this category the more limited is the extent to which third parties can intervene; it would not be realistic to suppose that an intervention mounted by the smaller non-aligned countries could be effective in a direct confrontation between the two Super Powers.

7. At the level of intrastate and community conflict, the options open to the third party are greater and capable of wider exploitation; providing a choice between enforcement action and peaceful intervention.

Section 5—Typology of Conflict and of Its Treatment

11. Conflict, as already indicated, assumes many forms, stemming from ethnic, tribal, religious and national differences, and social, economic and humanitarian issues. Demands for national and ethnic identity where majority and minority societies exist side by side often provide the propulsion for violence; the demand for self-determination, if not immediately met, motivates conflict. Though so dissimilar in origin, conflicts have been subjected in practice to a standard form of diagnosis and treatment, with the results described above. Conflict is an illness, and like any other illness it requires correct treatment to cure it. "Conflict treatment" therefore requires as much careful study and research as does the conflict itself. Each conflict situation therefore needs an individual approach and assessment by the planners and the practitioners of peacekeeping operations.

Section 6—Mounting and Composition of Peacekeeping Forces

13. Article 43 of the United Nations Charter lays down the commitment expected of member states in respect of their contributions from their armed forces and police for the maintenance of international peace and security.

Section 7—Principle of Consent and Request

15. The principle of "consent or request" allows the host government a prerogative of choice. Until the host country has indicated its willingness to accept the force or mission, the UN operation cannot be mounted.

Section 10—Composition and Operational Roles

29. The composition of any peacekeeping force depends upon the typology of the conflict, the extent and character of the terrain and the national acceptability by the host country.

34. **Internal Pacification**. For dealing with intrastate conflict either with or without external involvement. The role performed by the UN Force or Mission would be aimed at bringing about an end to violence by peaceful means and thereafter to prevent a renewal of fighting; achieving thereby a de-escalation of tension, the re-establishment of military and social stability, and the creation of conditions in which a negotiated settlement might more readily be agreed to by the parties to the disputes.

35. **Buffer Force**. An interstate operation, though it could be used as a means of keeping two military forces apart within a state, while negotiations for a ceasefire or armistice are in progress. The role in this case is one of patrolling and observation, and ensuring that the buffer zone is in no way infiltrated by either side. It can, if both sides agree, check agreed military strengths within a specified distance on either side of the buffer zone.

36. **Border Patrol**. A role which can be undertaken either by a Force or a mission. The role is to patrol and report and, in the case of the peacekeeping force, to interpose itself wherever possible to prevent an outbreak of fighting. Mostly these operations/missions are directed at supervising ceasefires and the integrity of armistice lines; they can be employed in fact finding missions where there are allegations of infiltration and arms smuggling across a border between two countries.

37. **Observation**. Mainly concerned with the supervision of armistice lines and truce/ceasefire agreements. The role is normally a static one based on a network of observation posts interlinked by radio and reporting back through sector/district headquarters to Force/Mission Headquarters any incidents which might preface a renewal of ground fighting or artillery exchanges, and to monitor subsequent ground/aerial combat for as long as the situation allows.

—from International Peace Academy *Peacekeeper's Handbook*, 1984.

handout 2d

WHAT IS CONFLICT?

Describe a conflict you have had in your life.

How did you react during this conflict? What were your thoughts, actions, and ideas?

Break down this conflict into its various elements. Who were the participants? What were their goals, values, or actions? What was the outcome?

handout 2d

WHAT IS CONFLICT?

Write your own definition of conflict.

Attempt to draw what conflict is using symbols, designs, or abstract shapes.

Lesson Three

EVOLUTION OF UNITED NATIONS PEACEKEEPING

> Efforts to "keep the peace" have not, so far, been widely based on such a consensus. Yet it is vitally necessary. In its absence, international conflicts and disputes, not to mention ideological rivalries, will continue to devour the energy, resources, and international attention urgently needed elsewhere. We must use and adapt the international institutions we setup and realize the objectives we so confidently proclaimed in the Charter forty years ago, not only to maintain a level of peace in our dangerous world, but also to free ourselves to tackle the real problems which can radically affect our future.
> —Sir Brian Urquhart

Introduction

The role of the United Nations in "keeping the peace" has taken on many forms; one of the most common images is that of the famous Blue Helmets. These peacekeeping soldiers have been sent around the world to stand between conflicting parties, to observe truces, and to monitor agreements. Their contribution to the goals of the United Nations won them a Nobel Peace Prize in 1988. As the world climate changes, so has the image and role of the peacekeeping soldier. In addition to the soldier, other roles have been added to peacekeeping operations; the diplomat, and the educator are now working alongside the soldier to achieve the goal of securing "lasting" peace. From peacekeeping to peacemaking and peacebuilding, the United Nations is increasingly being called on to resolve conflicts.

One of the most significant factors in the evolution of peacekeeping has been the end of the Cold War. William J. Durch states "thirteen missions were begun between 1988 and 1992, equal to the number undertaken in the previous forty years of the UN's existence." (Durch, 1993) The end of the Cold War has allowed the United Nations to intervene in conflicts that previously could not be settled.

No definition of peacekeeping is found in the Charter of the United Nations. Only Chapters Six and Seven revolve around settling disputes. Peacekeeping has come about from the efforts of the leadership of the United Nations to settle difficult conflicts. The role of the Secretary-General has been crucial in the history of peacekeeping operations of the United Nations—from their role in preventive diplomacy to their innovations in using the organization as a tool to intervene in situations that are threatening international peace and security.

In this lesson the students will receive a brief lecture on the Cold War through the eyes of cartoonists in the United States. The cartoons will give the students an overview of some of the key issues and players in the Cold War. The Cold War is a complex subject and could stand alone as the topic of a curriculum unit. The cartoons were chosen to provide the

BEST COPY AVAILABLE

students not with a comprehensive analysis of the complexity of the Cold War, but with an overview of some of the key issues.

Then the students will have the opportunity to analyze eight peacekeeping operations of the United Nations. They will read firsthand accounts of observers, look at pictures of the different functions of peacekeeping, and examine reports, newspaper articles, and documents about the peacekeeping operation. Through these sources the students will gain an understanding of each peacekeeping mission. The students will also examine how the leadership of the United Nations shaped the operation by reading some quotes by the Secretaries-General.

Materials

- Teacher Guides 3a through 3i, *The Cold War through Cartoons*
- Teacher Guide 3j, *Highlights of the Cold War*
- Teacher Guide 3k, *Task Cards*
- Teacher Guide 3l, *Comparison Chart*
- Handouts 3a through 3h, *Peacekeeping Factsheets*, one for each group
- Handout 3i through 3n, *Statements by the Secretaries-General of the United Nations*, one for each group
- Handout 3o, *Map of Peacekeeping Missions*, one for each group

Suggested Time

Three to five class periods

Teacher Preparation

1. Prepare a brief lecture on the Cold War using the cartoons and Teacher Guide 3j, *Highlights of the Cold War*. Make transparencies of the cartoons to use in the lecture.

2. Divide the class into eight groups; each group will analyze a peacekeeping operation. You do not have to cover all the peacekeeping operations presented in this lesson.

3. Each group will receive a Peacekeeping Factsheet and a Secretary-General's statement. Some of the groups will receive the same Secretary-General's statement. Use the following guide to distribute appropriate materials to the groups:

COLD WAR					POST-COLD WAR		
GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6	GROUP 7	GROUP 8
UNSCOB	UNTSO	UNEF I	ONUC	UNFICYP	UNTAG	ONUSAL	UNTAC
Trygve Lie	Trygve Lie	Dag Hammarskjöld and U Thant	Dag Hammarskjöld and U Thant	Kurt Waldheim, Cuéllar and Ghali	Javier Pérez de Cuéllar	Javier Pérez de Cuéllar	Boutros Boutros-Ghali

4. The cartoons will be used in the lecture as transparencies as well as handouts for the students in the groupwork portion of this lesson.

5. It is recommended that you make a copy of all the handouts in the this lesson. Place them in plastic sleeves or laminate them so that they can be reused in future classes.

6. Using Teacher Guide 31, *Comparison Chart*, as an example, make a larger version of this chart on the chalkboard or on newsprint. After each presentation, have one of the students from the group fill in the appropriate areas with the help of his/her group. You can also use this guide as a handout for the students to fill in individually as they hear the presentations.

Suggested Procedure

1. Initiate the lecture on the Cold War by asking the students what they know about the Cold War. What was the Cold War? Who was involved in this "war"? What other terms were used to describe the tension between the superpowers?

2. Using transparencies of the cartoons, deliver a brief lecture on the Cold War. Highlight the following points: a) the parties involved; b) the arenas of conflict and competition; c) the key issues; and d) the key differences in ideologies.

3. After the lecture ask the class in what section of the Charter is peacekeeping mentioned. Remind the groups of the posters on the Charter and ask Groups Six and Seven to tell the class about the articles in these two chapters. Remind students that the Charter of the United Nations does not actually mention the terms *peacekeeping*, *peacemaking*, or *peacebuilding*.

4. Inform the students that they will begin studying the peacekeeping operations of the United Nations in some detail. Explain to the students that many factors have shaped how the United Nations has implemented peacekeeping operations. This lesson will focus on two of these factors—the Cold War and the leadership of the United Nations, in particular the Secretaries-General.

5. Tell the students that they will be working in groups. Each group will receive a Peacekeeping Factsheet and a statement from a Secretary-General. Instruct them that they will have the remainder of the class period to analyze these handouts.

6. Distribute the task cards during the next class period. Inform the students that they will have 40 minutes to prepare their presentations. Explain to the students that the task cards will give them specific instructions on what they will have to do with all the information they have examined.

7. Allow the students to do their presentations. Each group should take whatever time necessary for their presentation, so depending on the number of groups in your class, allow for one to two class periods to have all the groups present.

8. At the end of each presentation, ask for a volunteer to fill out the Comparison Chart.

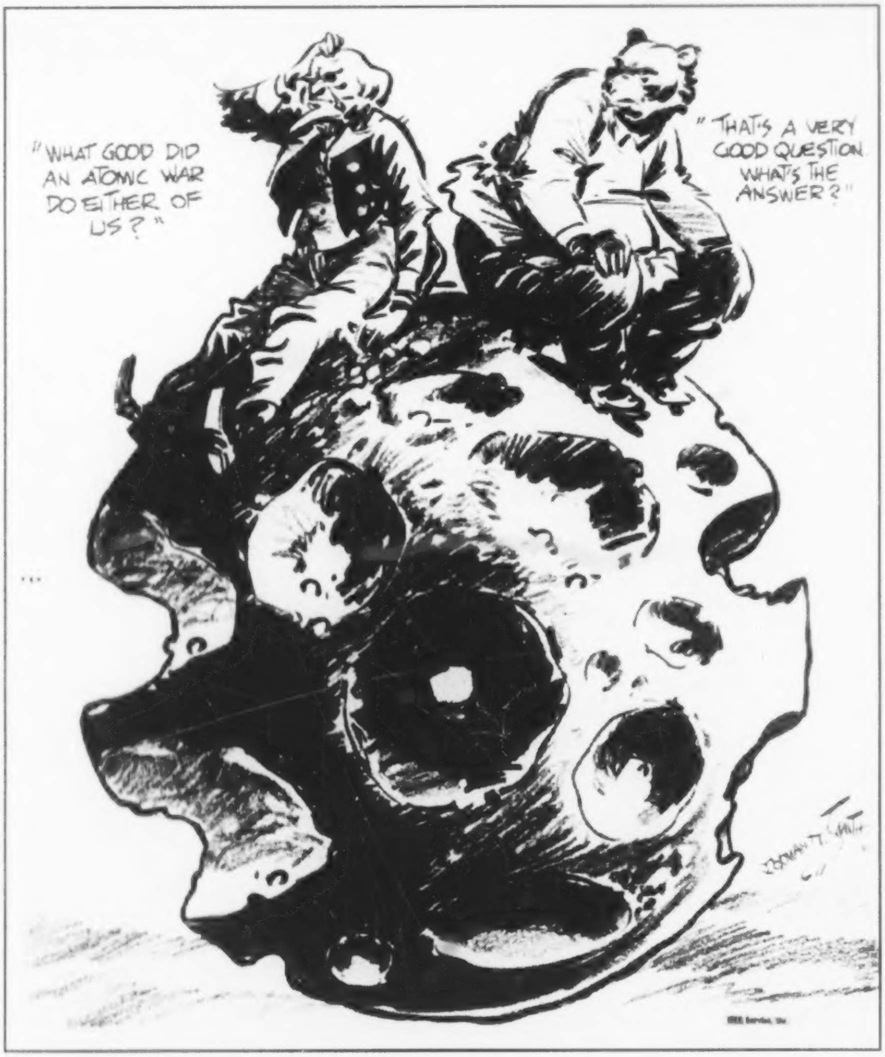
9. At the end of the presentations debrief the presentations with the students by asking the following questions:

   - How did the Cold War impact on the efforts of the United Nations to "maintain and secure" peace around the world?
   - How does the leadership of the United Nations shape the missions?
   - Discuss other factors you found in the information provided that impacted the goals of the United Nations to maintain and secure peace.
   - Describe the difference between peacekeeping, peacemaking, and peacebuilding. Give examples of these from the missions you studied.

Optional Activities

- Have students research the contributions of the Secretaries-General of the United Nations.
- Assign research papers on different aspects of the Cold War. Some aspects could be the arms race, the competition for developing nations, the space race, and/or events that almost resulted in conflict (Cuban Missile Crisis is one example).

THE COLD WAR THROUGH CARTOONS


"WHAT GOOD DID AN ATOMIC WAR DO EITHER OF US?"
"THAT'S A VERY GOOD QUESTION. WHAT'S THE ANSWER?"
DORMAN H. SMITH

—©1948-1952 Dorman H. Smith, San Francisco Examiner, courtesy of The Cartoon Art Museum

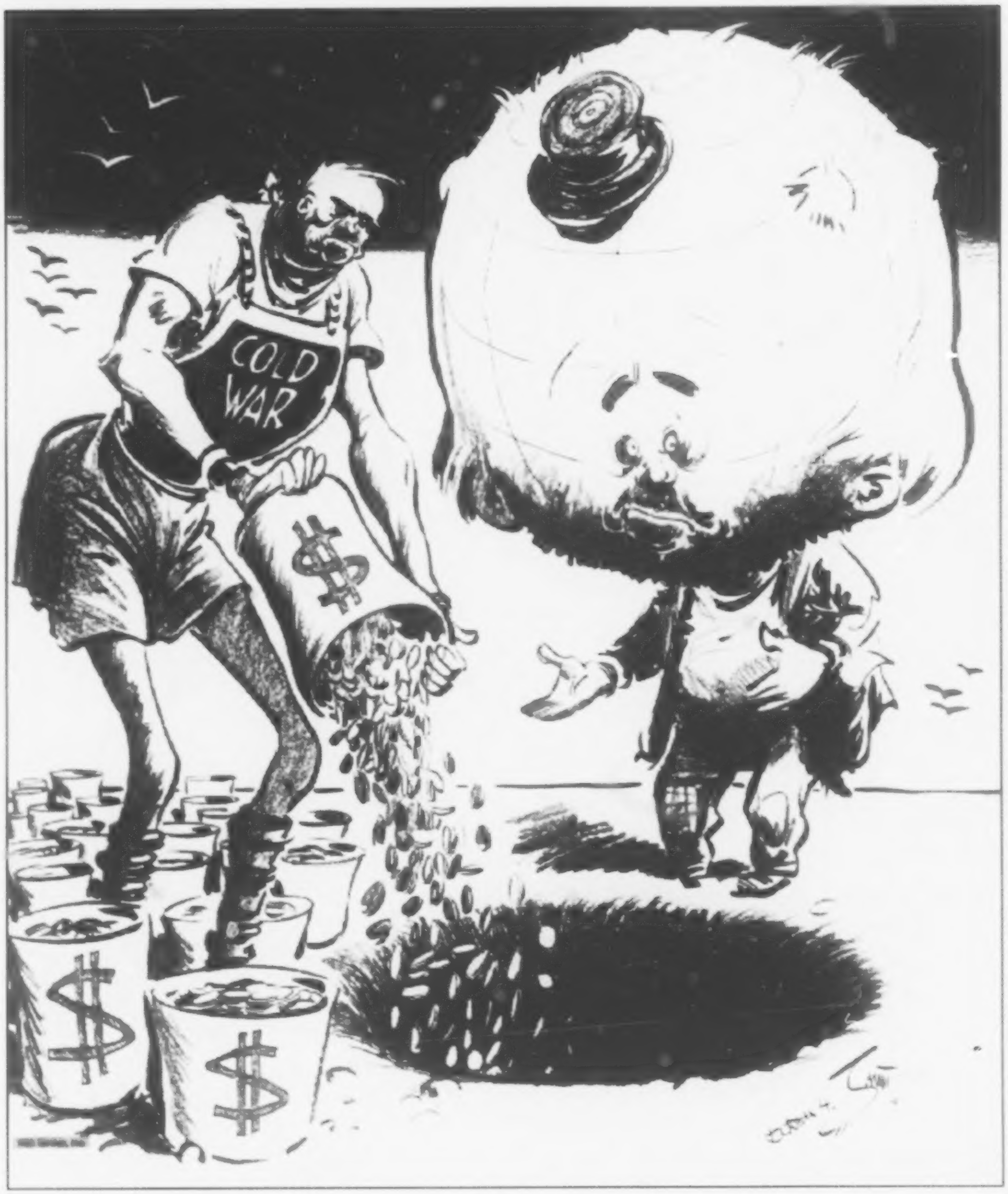
"Why not act on this question before it happens?"

QUESTIONS

- What issue is being presented in this cartoon?
- Who do the two characters sitting on the world represent?
- What statement is the cartoonist making?

81 BEST COPY AVAILABLE

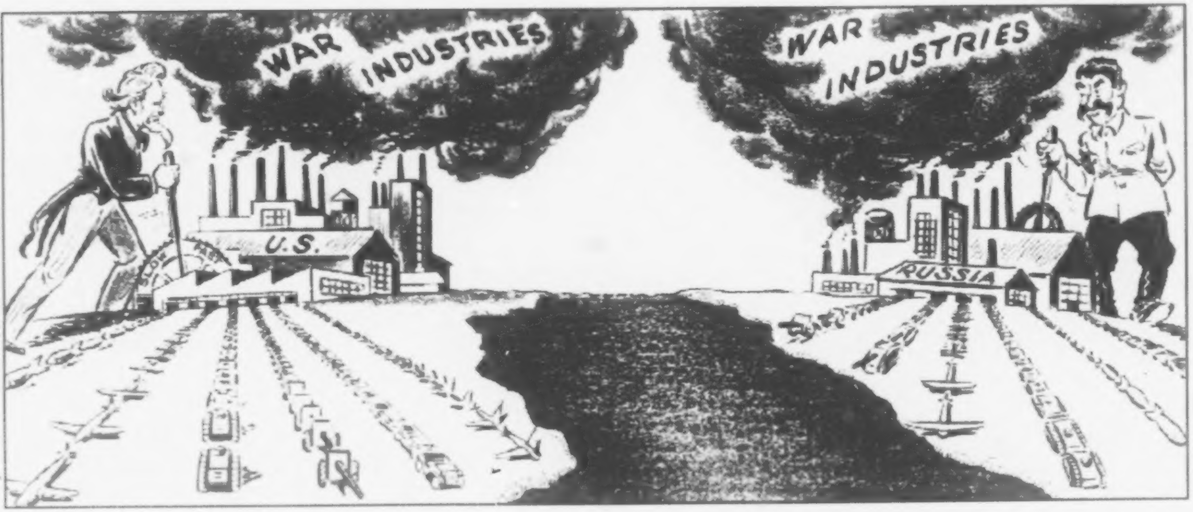
THE COLD WAR THROUGH CARTOONS



—©1948-1949 Dorman H. Smith, San Francisco *Examiner*, courtesy of The Cartoon Art Museum

"Oh boy? What I could do with all that stuff!"

©SPICE


WAR INDUSTRIES
U.S.
WAR INDUSTRIES
RUSSIA

—©1951 Kermit Johnson, *The American Observer*, courtesy of The Cartoon Art Museum

QUESTIONS

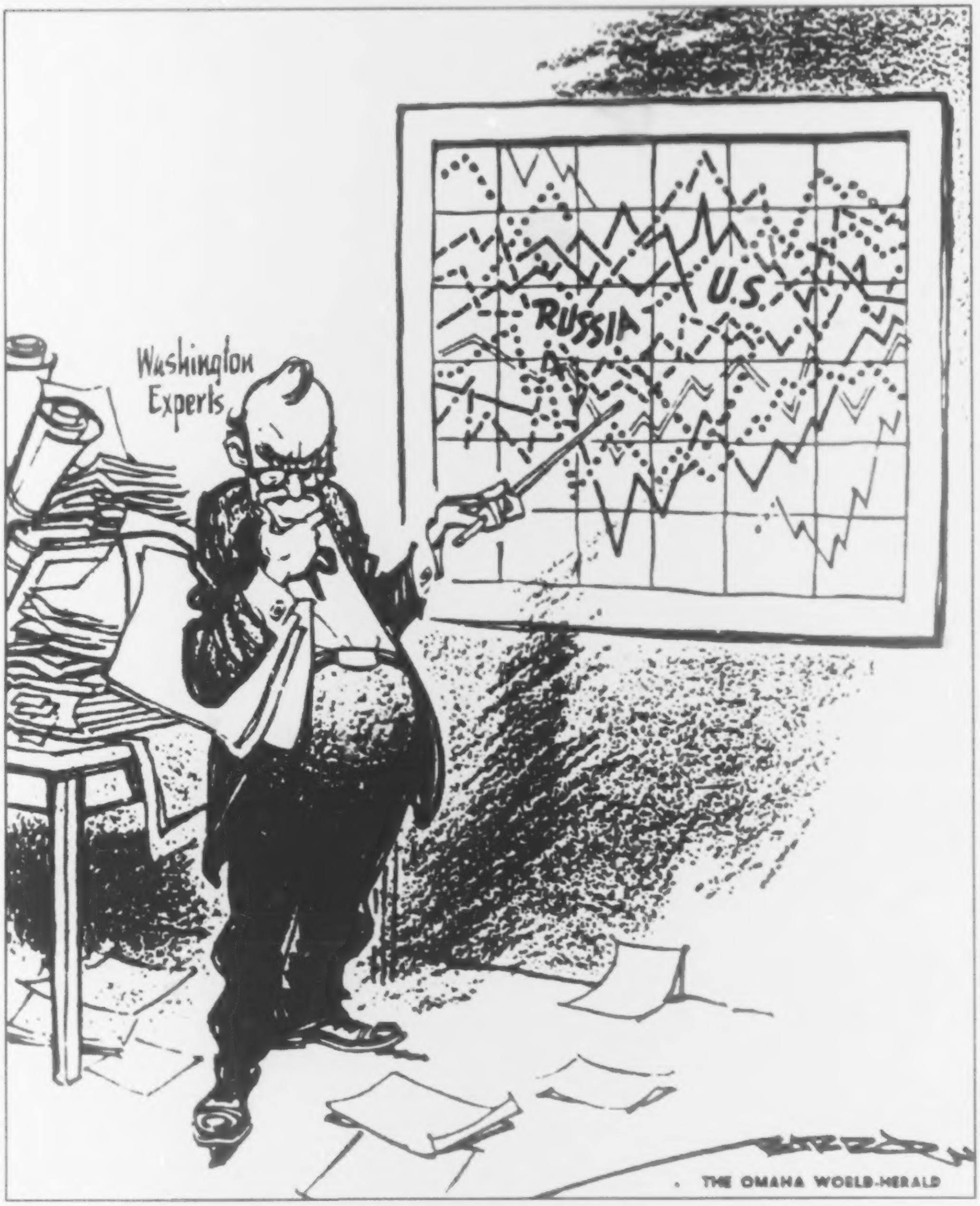
- How does this cartoonist depict the Cold War?
- What is the competition about?

BEST COPY AVAILABLE

83

83A

THE COLD WAR THROUGH CARTOONS

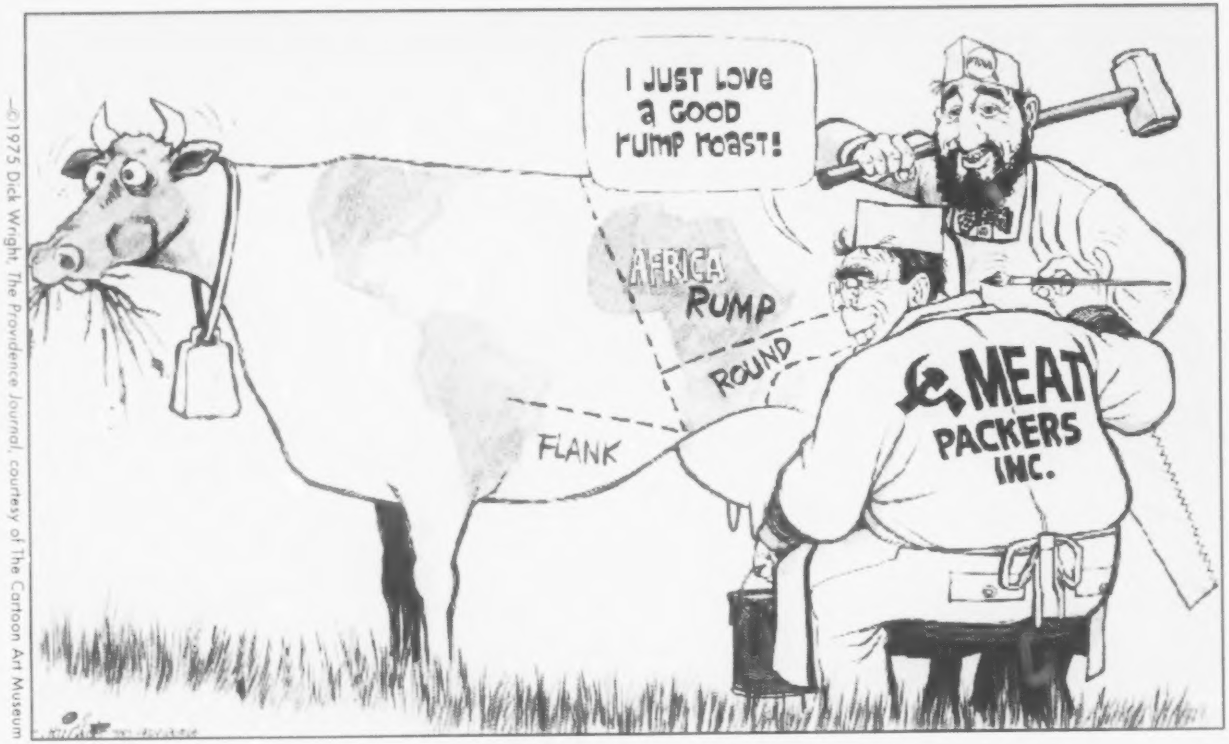

Washington Experts
RUSSIA
U.S.
BARROW
THE OMAHA WORLD-HERALD

"Now This is the Gissile Map, I Mean Gappile Miss, I Mean. . . "

—Hank Barrow, Reprinted by permission of the Omaha World-Herald.

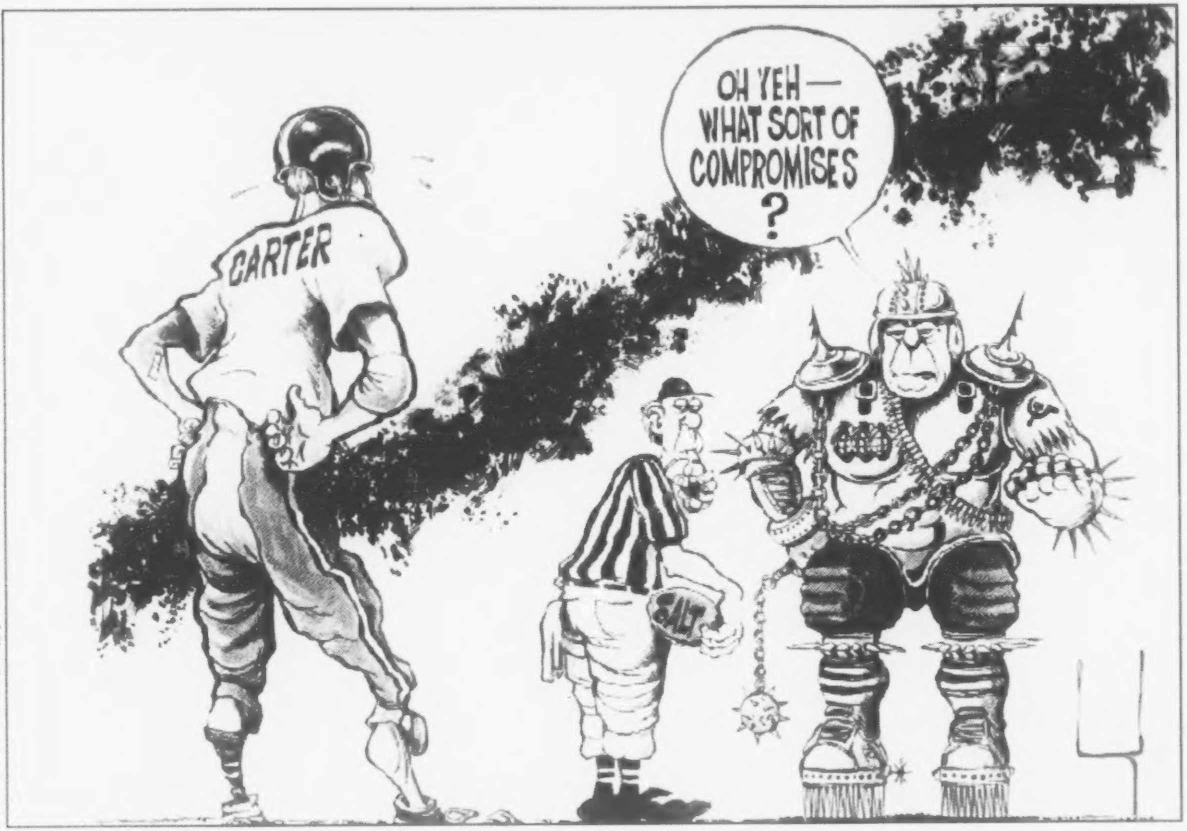
QUESTION • How is the competition portrayed by the cartoonist?

©SPICE


I JUST LOVE
A GOOD
RUMP ROAST!
AFRICA
RUMP
ROUND
FLANK
MEAT
PACKERS
INC.

—©1975 Dick Wright, *The Providence Journal*, courtesy of the Cartoon Art Museum

QUESTION • Who are the characters in the cartoon? What are they doing?

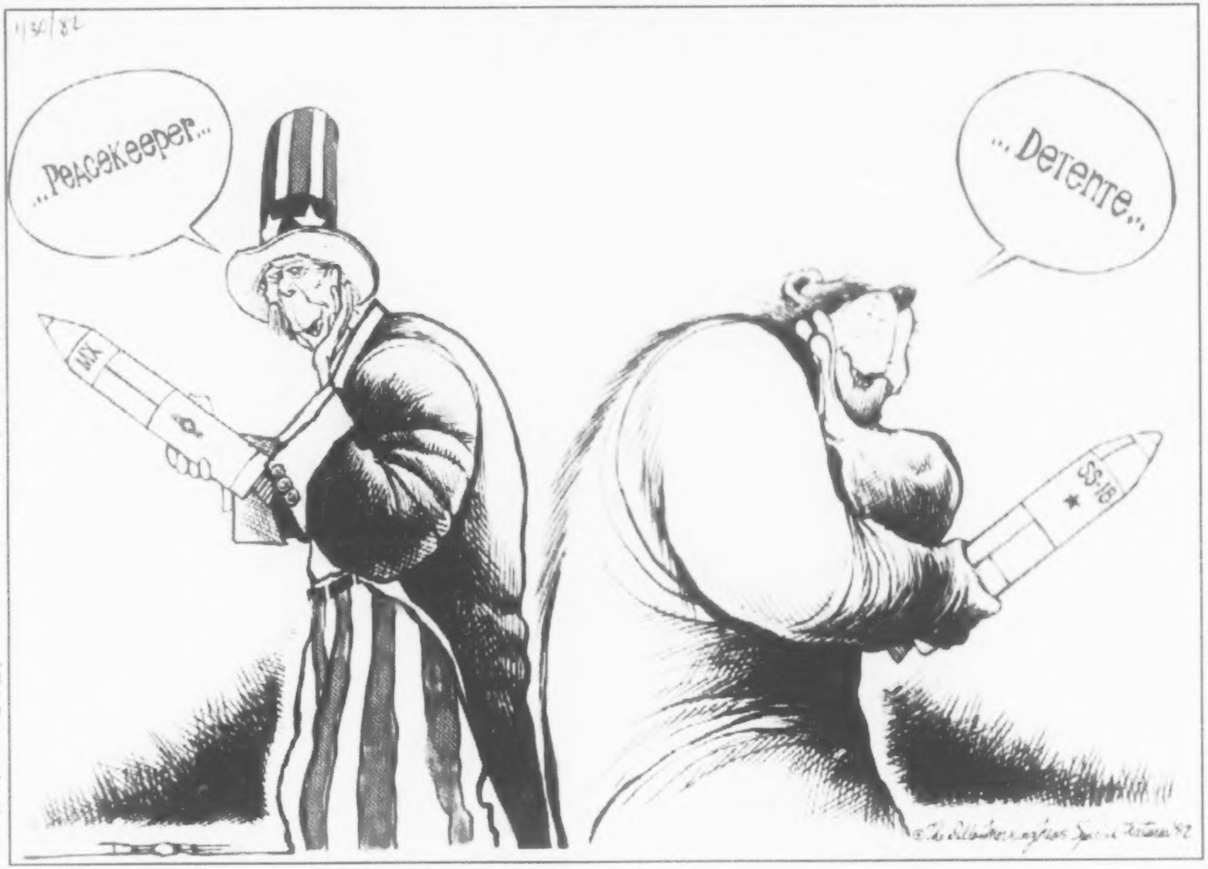

CARTER
OH YEH — WHAT SORT OF COMPROMISES ?
SALT

—©1978 Bill Sanders, *The Milwaukee Journal*, courtesy of The Cartoon Art Museum

QUESTION • What is the cartoonist saying about SALT?

teacher guide 3g

THE COLD WAR THROUGH CARTOONS

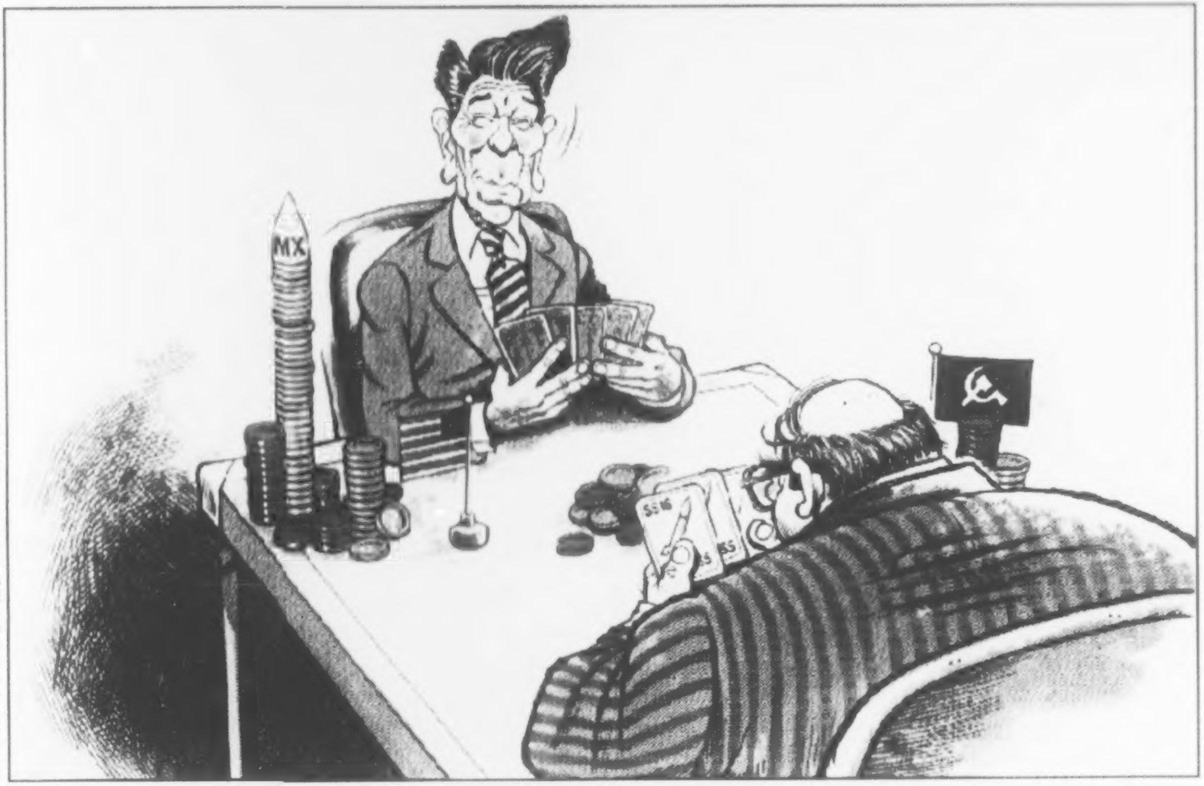

1/30/82
...Peacekeeper...
MX
...Detente...
SS-18
DEORE
© The Dallas Morning News Special Features '82

—© 1982 Bill Deore, *Dallas Morning News*, courtesy of The Cartoon Art Museum

QUESTIONS

- What statement is the cartoonist making?
- What are the objects? How is the superpower arms race depicted by the cartoonist?

THE COLD WAR THROUGH CARTOONS

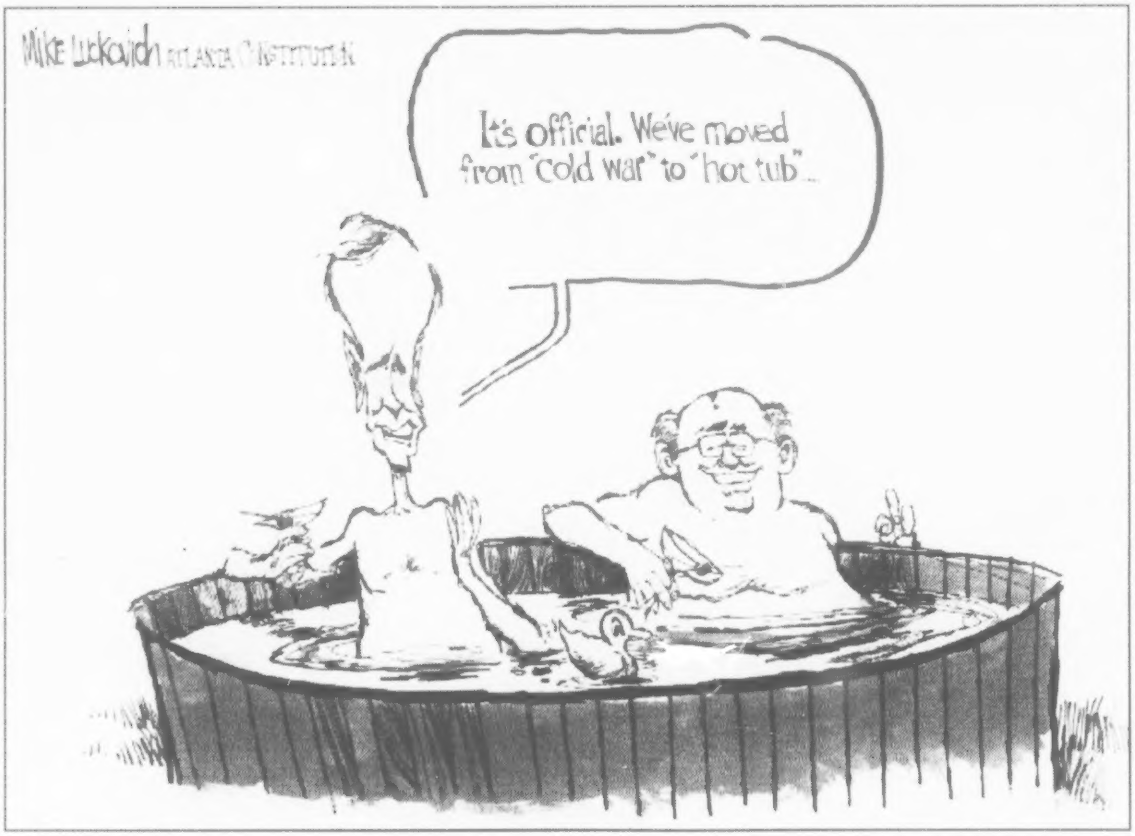


—©1978 Dick Wright, courtesy of The Cartoon Art Museum

QUESTION • What is the message of this cartoon?

©SPICE

THE COLD WAR THROUGH CARTOONS


MIKE LUCKOVICH ATLANTA CONSTITUTION
It's official. We've moved from "cold war" to "hot tub"...

—© 1990 Mike Luckovich, *Atlanta Constitution*, courtesy of The Cartoon Art Museum

HIGHLIGHTS OF THE COLD WAR

- The term Cold War was first used by journalists in the United States to describe the conflict between the United States and the Soviet Union. This "war" was fought with propaganda, arms buildup, and competition for allies. Other terms commonly used that are synonymous with the Cold War are East-West conflict, and superpower rivalry. Ideologies—capitalism versus communism—are a key to understanding the Cold War. (Cartoons 3a, 3b, 3c, 3d)
- Alliance between United States, Great Britain, and the Soviet Union fell apart after World War II over disagreements over the kinds of governments in Eastern Europe.
- Marshall Plan implemented by the United States extended economic assistance to Western European nations.
- Soviet Union set up communist governments in Poland, Hungary, Bulgaria, Czechoslovakia, and Romania.
- Berlin Blockade imposed by the Soviet Union; the United States airlifted supplies into Berlin.
- United States' foreign policy of Containment—to stop Soviet expansion—implemented by creating the North Atlantic Treaty Organization (NATO).
- Soviet Union created COMECON, tightened its control of the Eastern bloc nations, and established the Warsaw Pact (similar to NATO).
- Superpowers competed for "spheres of influence"; regions of Latin America, Africa, and Asia became the "battleground" for the Cold War. (Cartoon 3e)
- Domino Theory was a belief of the United States Government that if one country became communist other neighboring countries could fall to communism.
- Cuban Missile Crisis in October 1962 brought the United States and the Soviet Union face-to-face when it was discovered that launching pads for missiles were being constructed in Cuba by the Soviet Union.
- 1963 Treaty limited testing of nuclear weapons.
- Detente (French for relaxation of tensions) existed between the superpowers in the early 1970s and the 1980s. Eleven agreements were signed to cooperate on space exploration, health, the environment, and trade. (Cartoon 3g)
- SALT I (Strategic Arms Limitation Talks Treaty) signed by President Richard Nixon and Soviet Premier Leonid Brezhnev in 1972 limited the deployment of nuclear weapons, especially Antiballistic Missile Systems (ABM).
- SALT II was signed by President Jimmy Carter and Soviet Premier Leonid Brezhnev in 1979, but the U.S. Senate did not approve the treaty. (Cartoon 3f)
- Afghanistan invaded by the Soviet Union in December 1979.
- Polish Solidarity labor movement legalized in Poland.
- Strategic Arms Reduction Talks (START) began in June 1982. Soviets walked out of the talks because of NATO and the deployment of Pershing II missiles.
- President Reagan accused Soviet Union of spreading communism in Latin America by helping the guerrillas in El Salvador and the Sandinistas in Nicaragua. United Sates aided the *Contras* fighting against the communist Sandinistas.
- Glasnost Policy by Soviet leader Mikhail Gorbachev "opened up" the Soviet Union (political prisoners are freed, and censored books are allowed).
- Berlin Wall came down on November 9, 1989.
- United States President George Bush and Soviet Leader Mikhail Gorbachev met in 1989, ending the Cold War. (Cartoon 3i)

TASK CARDS

UNSCOB TASK CARD

- How do you think the Cold War impacted the efforts of the United Nations to "maintain and secure" peace in this observer mission?
- How did Secretary-General Trygve Lie shape this mission? From his writings, what were some of his concerns?
- Discuss other factors you found in the information provided that impacted the goals of the United Nations to maintain and secure peace.

GROUP TASK

You are historians collecting information for a book celebrating the fifty years of the United Nations' role of peacekeeping around the world. Prepare a presentation for the entire class of the efforts by the United Nations to resolve the conflict in the Balkans.

UNTSO TASK CARD

- How do you think the Cold War impacted the efforts of the United Nations to keep peace between the Israelis and the Arabs?
- Discuss other factors you found in the information provided that impacted the goals of the United Nations to maintain and secure peace.

GROUP TASK

UNTSO is still operating today. You are a team selected by the Secretary-General to conduct an evaluation of the training of the observers assigned to this mission. As a group, think about how you would train peacekeepers and observers. Prepare a skit of a training to perform for the entire class.

BEST COPY AVAILABLE

TASK CARDS

UNEF I TASK CARD

- How do you think the Cold War impacted the efforts of the United Nations to secure peace in this first official peacekeeping "force"?
- How did Dag Hammarskjöld shape this mission? How about U Thant? From the writings of both of these Secretaries-General, what were some of their concerns?
- Discuss other factors you found in the information provided that impacted the goals of the United Nations to maintain and secure peace.

GROUP TASK

You are a creative team at an advertising agency in New York which has been approached by the public relations office of the United Nations. The United Nations wants a series of radio commercials to promote their peacekeeping efforts around the world. As a group, prepare a radio commercial for the class. Remember this is not a skit. Voices and sound effects are important in getting the message across. These radio spots will be heard around the world.

ONUC TASK CARD

- How do you think the Cold War impacted the efforts of the United Nations to secure peace in the Congo?
- How did Dag Hammarskjöld shape this mission? How about U Thant? From the writings of both of these Secretaries-General, what were some of their concerns?
- Discuss what factors made this mission so complex.

GROUP TASK

The year is 1960. Stage a debate at the Security Council about whether or not to respond to the request by the leaders of the Congo for assistance. Make sure that all sides are presented. Some possible roles to consider including are: the Secretary-General, the Delegates from the Congo and from Belgium, and other members of the Security Council.

TASK CARDS

UNFICYP TASK CARD

- UNFICYP is still in existence. How do you think the conflict should be resolved?
- Discuss other factors you found in the information provided that have impacted the goals of the United Nations to maintain and secure peace.

GROUP TASK

Write a song describing the situation of the United Nations in Cyprus. Be sure to describe all the sides. Be ready to perform the song for the entire class.

UNTAG TASK CARD

- How do you think the Cold War impacted the efforts of the United Nations to undertake its mission in Namibia?
- How did Javier Pérez de Cuéllar shape the mission in Namibia? From his writings, what were some of his concerns?
- Discuss other factors you found in the information provided that impacted the goals of the United Nations to maintain and secure peace.

GROUP TASK

As a group, design a graph of all the different types of activities undertaken by UNTAG.

TASK CARDS

ONUSAL TASK CARD

- How do you think the Cold War impacted the efforts of the United Nations to undertake its mission in El Salvador?
- How did Javier Pérez de Cuéllar shape the mission in El Salvador? What were some of his concerns regarding this mission?
- Describe the peacekeeping, peacemaking, and peacebuilding functions undertaken by the United Nations in El Salvador.

GROUP TASK

You are a team of artists hired by the United Nations to create a series of posters to describe the mission to El Salvador and what it was able to accomplish. Be ready to make a presentation to the class of these posters.

UNTAC TASK CARD

- Describe the peacekeeping, peacemaking, and peacebuilding functions undertaken by the United Nations in Cambodia.
- Discuss the factors you found in the information provided that impacted the goals of the United Nations to maintain and secure peace.

GROUP TASK

As a group, create a three-dimensional sculpture representing the activities of the United Nations in Cambodia. Try to incorporate peacekeeping, peacemaking, and peacebuilding.

COMPARISON CHART

United Nations Missions	Country & Dates	Type of Conflict	Military Activities	Civilian Activities	Key Issues

PEACEKEEPING FACTSHEET
UNITED NATIONS SPECIAL COMMITTEE ON THE BALKANS

QUICK FACTS

- **Name:** United Nations Special Committee on the Balkans (UNSCOB)
- **Location:** Balkans
- **Dates:** October 1947-January 1952
- **Function:** Monitored external assistance to guerillas during Greek Civil War.

Balkans is a term which comes from the Turkish word for mountains. The area of Bulgaria, Yugoslavia, Greece and parts of Turkey were considered the "Balkans" by outsiders.

—from R. Steinbeck, *Collapse of a Multinational State: The Case of Yugoslavia*

HISTORY

The United Nations Special Committee on the Balkans (UNSCOB) was one of the first attempts by the United Nations as an organization to resolve a conflict. One of the roots of the conflict in the Balkans can be traced to World War II when the Axis powers invaded, and occupied Greece. To fight against the occupation, an underground resistance movement, the National Liberation Front (EAM), was formed by the leaders of the Communist Party. The British supported the rival non-communist movement, the National Republican Greek League (EDES) fearing that a takeover by the EAM would mean a communist takeover in Greece.

When German occupation ended, a new coalition Government of National Unity was formed from the two rival resistance movements. In December 1944 civil war erupted when the Greek Army, supported by the British, moved to eliminate the Communist faction. The remains of the EAM moved to northern Greece to fight against the government, and began to receive support from the Communist parties in Albania, Yugoslavia, and Bulgaria.

The internal conflict between the Greek government and the Communist guerrillas was mirrored on the international level by the conflict between British and American interests on one side and Soviet interests on the other.

In early 1947, a Commission of Investigation was approved by the Security Council to investigate complaints by the Greeks, the British, and the Soviets. Although the Commission found that Yugoslavia and, to a lesser degree Albania and Bulgaria, were indeed supporting the guerrillas, the Soviet Union considered the allegations unfounded, and vetoed any Security Council resolutions based on them. The United States succeeded in transferring the responsibility of the Greek issue from the Security Council to the General Assembly.

The Committee's mandate was to "observe the compliance by the four Governments concerned with the foregoing recommendations [and] be available to assist the four Governments concerned in the implementation of such recommendations." In the assignment of patrolling the Greek borders, UNSCOB had two tasks: observation and publication designed to deter the Communists from extending additional aid to the guerrillas.

—UN Photo 12394

"To give you the full picture of the conditions under which the observers work, I should explain that every time they leave Ioannina they immediately are in danger of mines planted in the roads by the guerrillas or of being shot at or captured by guerrillas. Although the territory is under the general control of the Greek Army, there is no way to prevent small bands from infiltrating right down to the outskirts of Ioannina. They do, in fact, raid nearby villages from time to time and mines are planted in the roads frequently, virtually every night. Living conditions in Ioannina itself are fairly primitive, while when the observers are in the field they have to carry their own food, and all other equipment and usually sleep in some primitive stone hut in a little village with only such comforts as they can carry with them. I should add that the men I met seemed of the highest type and not only had no complaint to make but appeared to be enjoying their dangerous job."

—from Amikam Nachmani's *International Intervention in the Greek Civil War*

The Daily News

Volume IX

June 13, 1951

FEAR RED SATELLITES PLOTTING TO INVADE GREECE NEXT: ALBANIA, BULGARIA TRYING TO PROVOKE EXCUSE FOR ATTACK

by Ernie Hill
Daily News Foreign Service

UNITED NATIONS, NY Bulgaria and Albania are showing increasing signs of trying to provoke a major border incident as an excuse to attack Greece. The two Soviet satellites continue to flood the United Nations with charges against Greece. A special committee on the Balkans then makes an investigation. The charges average about 15 a month. They accuse the Greeks of flying planes over Bulgaria and Albania, sending armed soldiers across the border and firing on civilians.

• • • •

TEN MONTHS AGO the special committee,known as UNSCOB, warned Secretary-General Lie that an attack against Greece appeared imminent. Lie advised all U.N. members in special cable communications but the attack didn't materialize.The latest major flare-up occurred May 27 when Greek and Bulgarian border patrols exchanged gunfire for several hours. One Greek soldier was killed.

• • • •

FOREIGN MINISTER Mintcho Neytchev of Bulgaria charged to the United Nations that Greek soldiers 164 yards inside the Bulgarian border fired on guards. "In the course of the exchange of shots, one Greek soldier was killed," charged Neytchev. "His body remained in Bulgarian territory. The ministry of foreign affairs, on instruction from the People's Republic of Bulgaria, protests emphatically against this new Greek attack aimed at the sovereignty of the people's Republic of Bulgaria."

• • • •

THE U.N. COMMITTEE on the spot made a hurried investigation and reported to Lie. "The committee concluded that this incident was clearly a violation of Greek territory over the well-marked frontier by the Bulgarian Army," UNSCOB reported. "In addition, the committee states that it seems impossible to believe Bulgarians were not aware that they were not on Greek territory."

• • • •

ANOTHER SERIES of 16 alleged border violation charges coming from Albania was answered by Alexis Kyrou, Greek delegate to the Untied Nations.

"The minister was most unlucky," states Kyrou, "in the choice of dates on which the alleged violations of Albanian airspace took place, since in most cases no Greek aircraft operated on the days indicated in his letter.

"When by a happy coincidence the right choice of the dates, but not the hour, was made, he failed again to approximate the truth since the Greek aircraft flew at a distance varying from 20 to 80 kilometers from the borderline."

Bulgaria and Albania reportedly have sizable troop concentrations along their Greek borders. For 10 months now, it is believed that a major incident could produce an attack at any time.

BEST COPY AVAILABLE

handout 3b

PEACEKEEPING FACTSHEET
UNITED NATIONS TRUCE SUPERVISION ORGANIZATION

QUICK FACTS

- **Name:** United Nations Truce Supervision Organization (UNTSO)
- **Location:** Egypt, Israel, Jordan, Lebanon, Syria
- **Dates:** June 1948-present
- **Function:** Provides liaison between hostile parties and assists in isolating incidents before conflicts escalate.

HISTORY

The United Nations Truce Supervision Organization (UNTSO) is the longest lived operation of the United Nations. The idea of a homeland and its significance to each party is at the center of this conflict. Palestine was an issue for the League of Nations as the British were to establish a Jewish National homeland. After World War II, the issue once again became an international concern. Arabs concerned with increasing migration of Jews to Palestine and Jews embittered by control of immigration to Palestine began to fight.

The United Nations established a Truce Commission in order to end the fighting between the Jews and Arabs. A UN Mediator was appointed to work with both sides on maintaining a truce. On May 15, Israel declared independence, and the fighting intensified between the armies of Egypt, Iraq, Transjordan, Syria, and Lebanon against the state of Israel. Mediator Count Folke Bernadotte attempted to ensure a ceasefire. As the first truce dictated by the United Nations did not work, a second truce with new observers was imposed. Shortly after the second truce was in place, Count Bernadotte was assassinated by a group of Jewish extremists. Dr. Ralph Bunche replaced Bernadotte as the UN Mediator.

The history of UNTSO is divided into four phases. Phase I lasting from May 1948 to August 1949, consisted of UNTSO working with UN Mediator and with the Truce Commission. The period of August 1949 to November 1956 is considered the second phase and its mandate was to observe the maintenance of the cease fire. Also during this period the Mixed Armistice Commission was established. Phase III, from November 1956 to June 1967, includes the Suez Crisis and the creation of United Nations Emergency Force I (UNEF I). And finally the final phase of the history of UNTSO is from June 1967 to the present. UNTSO continues to observe the maintenance of the ceasefire.

> **"The primary function of the Observer is to supervise the observance of the terms of the Truce in the area to which he is assigned. To discharge this function properly the Observer must be completely objective in his attitude and judgments and maintain a thorough neutrality as regards the political issues in the Palestine situation."**
>
> —Count Bernadotte

United Nations Truce Observer, Palestine

Captain Jack M. Seymour,* USN (Ret.)

The date was August 5th, 1948. The Palestinian War was in the period of the Second Truce, instigated by the United Nations and agreed to by the belligerents, both Jews and Arabs.

This team of Truce Observers had been hastily organized in Washington about ten days earlier.

General Riley was to be the Senior Observer, under the immediate orders of Count Bernadotte of Sweden, whose title was United Nations Mediator, Palestine. The precise duties of the Observers were still unknown to us. We had only a vague notion that since we were entering a period of Truce, there would be not shooting. Our jobs, therefore, seemed to be a question of maintaining the status quo.

Count Bernadotte climaxed a briefing conference with a stirring talk, delivered in a most personal, friendly and conversational manner. The Count optimistically told us that he was confident that we would keep the peace, that we had every reason to expect to.

The detailed instructions for the United Nations Observers engaged in the supervision of the Truce in Palestine were contained in a memorandum signed by Count Bernadotte and handed to each Observer.

A Swedish Colonel and a Belgian Major, both of whom were United Nations representatives developing plans for the demilitarization of Jerusalem, presented a detailed description of the current situation in Jerusalem, and of our jobs in particular. We were told that the city was divided by military lines right through the middle, these lines being those of the opposing belligerents at the time the Second Truce was declared. Generally speaking, the Arab Legion occupied the eastern section containing the Old City, the Jewish Army was in the western half including the New City and Egyptian forces were to the south, headquartered in Bethlehem.

In some places the military lines were only a few yards apart, opposing forces eyeing each other along rifle barrels emplaced in windows of neighboring houses. Normal living conditions were completely disrupted.

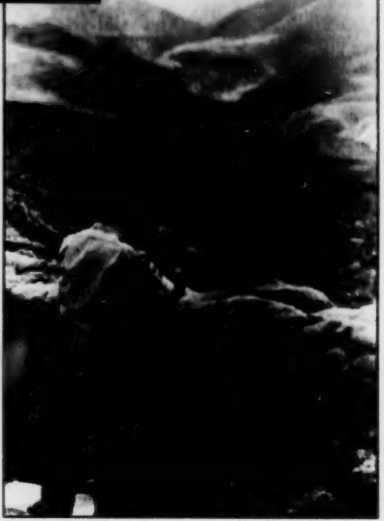
–UN Photo 16263

The stillness of the night would be shattered by the burst of rifle shots. This would lead to the discharge of a few more mortar shells aimed toward the disturbance, or as often as not, merely in the general direction of the opposite side. Our impossible job was to determine who fired first, thus provide evidence for the Security Council five thousand miles away.

...we decided to establish observation posts where the Observer might be able to make some sort of intelligent estimate of the situation. The resultant reports of shooting became so voluminous and confused as to be meaningless.

Count Bernadotte and party were scheduled to arrive the next day for a personal inspection of the Government House, with many administrative details to be attended to in connection with his visit and safe crossing of the line.

Arriving at the American School only five minutes after leaving the General and Dr. Bunche, I was called to the radio for an urgent call from a U.S. Army Observer on the Jewish side. In cryptic American slang, he gave me the shocking news that Count Bernadotte and Colonel Serot had just been shot. Our group took off in the same plane, destination Washington—mission completed, but hardly accomplished. The conflict continues. But, the United Nations, with its Mediator and Truce Observers, had at least initiated a new approach to negotiating peace.



–UN Photo 122312

---

*©copyright Stanford University, Jack M. Seymour Collection, Hoover Institution Archives

handout 3c

PEACEKEEPING FACTSHEET
UNITED NATIONS EMERGENCY FORCE I

QUICK FACTS

- **Name:** United Nations Emergency Force I (UNEF I)
- **Location:** Suez Canal, Sinai Peninsula
- **Dates:** November 1956-June 1967
- **Function:** Established a buffer zone to secure a ceasefire between Israeli and Egyptian forces and oversaw the withdrawal of French, Israeli, and UK forces from Egypt.

HISTORY

The United Nations Emergency Force I (UNEF I) is considered the first armed peacekeeping operation of the United Nations.

Regional, national, and international factors combined to bring about the Suez Crisis of 1956. At the regional and national level, leaders such as Gamal Abdel Nasser, President of Egypt, promoted national liberation and an independence from the colonial powers. The Cold War manifested itself in the region in the competition between the United States and the Soviet Union.

When the United States, Britain, and the World Bank announced that they would no longer finance the building of the High Aswan Dam in 1956, Nasser announced Egypt's nationalization of the Suez Canal Company. The Suez Canal is one of the world's most important waterways in that this canal reduces the sea distance between Western Europe and India by nearly 5,000 miles. Britain and France, the principal shareholders of the Suez Canal Company, were angered and feared that they would not be able to freely navigate, thus their oil interests in the region would be endangered.

On October 29, 1956, Israeli forces along with British and French attacked Egypt. Various attempts by the Security Council to call for a withdrawal of troops were vetoed by the French and the British. The issue was taken to the General Assembly who called for an immediate ceasefire. The UN adopted Resolution 1000 creating the United Nations Emergency Force (UNEF). Nasser and Dag Hammarskjöld, Secretary-General of the UN, negotiated numerous agreements including one that declared that the presence of UNEF depended on Egyptian consent.

—UN Photo 53133

The peacekeeping soldiers of UNEF monitored the withdrawal of Anglo-French forces from the Suez Canal. Prisoners of war were allowed to return to their countries. In addition, UNEF assured the withdrawal of Israeli forces from the Sinai peninsula as well as from the Gaza Strip and Sharm el Sheikh. UNEF patrolled the armistice line on the ground and in the air. The decision taken by Secretary-General U Thant to withdraw UNEF is still considered controversial; Major General Indar Jit Rikhye, the commanding officer of UNEF, at first refused. As UNEF troops withdrew, fighting between Israel and Egypt resumed.

Agenda Item 65: United Nations Emergency Force: Report of the Secretary-General

1. The present report on the United Nations Emergency Force...undertakes to present...essential data about the Force and its functioning.

3. UNEF has maintained an approximate strength of 6,000 officers and other ranks, comprising contingents from then contributing countries: Brazil, Canada, Colombia, Denmark, Finland, India, Indonesia, Norway, Sweden, and Yugoslavia.

13. The major deployment of UNEF is along the Egypt-Israel armistice demarcation line and along the international frontier to the south of the Gaza Strip. This involves a line of quite considerable total length which, for the most part, runs in rugged terrain. The perimeter of the Gaza Strip, from the Mediterranean Sea in the north to the international frontier in the south, is sixty kilometers long. The international frontier, extending from the sea southwards to the Guild of Aqaba, measures 213 kilometers. UNEF is deployed, on the Egyptian side only, along these two lines, totaling 273 kilometers, and patrols them constantly.

21. The health of the Force has been consistently good through the cold of the Sinai winter, the rainy Gaza spring and the intense heat of the summer.

24. The morale of the Force has been high throughout. Contributing factors have been the realization by the troops that they are making history through participation in a unique and pioneering peace effort, and the fact that this has been a first visit to the area for practically all members of the Force.

31. The Force, which has an international character as a subsidiary organ of the General Assembly, as affirmed in its regulations, was not established to undertake enforcement actions. While UNEF has a military organization, it does not use all normal military methods in achieving the objectives defined by it by the General Assembly. [The] functions foreseen for UNEF, when the cease-fire was being established, were to enter Egyptian territory with the consent of the Egyptian Government, in order "to help maintain quiet during and after the withdrawal of non-Egyptian troops."

—Documents A/3694 and Add. I
New York, 1957

Commander UNEF (Gaza),

To your information, I gave my instructions to all U.A.R. armed forces to be ready for action against Israel, the moment it might carry out [against] any Arab country. Due to these instructions our troops are already concentrated in Sinai on our eastern border. For the sake of complete security of all U.N. troops which install OP's along our borders, I request that you issue your orders to withdraw all these troops immediately.

Yours,
Farik Awal COS of United Arab Republic (Egypt)

—from Maj.-Gen. Indar Jit Rikhye, *The Sinai Blunder*

—UN Photo 53541

PEACEKEEPING FACTSHEET
OPERATION IN THE CONGO

QUICK FACTS

- **Name:** Operation in the Congo (ONUC)
- **Location:** Congo (Now known as Zaire)
- **Dates:** June 1960-June 1964
- **Function:** Provided Congolese government with military and technical assistance at independence. Mandated to restore law and order, assist in the removal of Belgian troops, and use force, if necessary, to prevent civil war.

–UN Photo 78723

HISTORY

The United Nations Force in the Congo, (known by its French acronym ONUC), was the most complex, controversial, and largest operation implemented by the United Nations.

In the 1950s, many African nations were gaining independence from colonial rule; Secretary-General Dag Hammarskjöld was concerned about these young nations. The superpower competition for spheres of influence turned to Africa.

Belgium ruled the Congo for forty years. The Congo was run by the Belgian administrators, the Catholic Church, and the mining companies which exploited the area's mineral and agricultural resources. In 1959 riots broke out in Leopoldville, the capital city, and in Stanleyville. The Belgium government called a conference on the Congo in January 1960. The Congo gained its independence in June 1960.

The Belgians did little to prepare the Congolese to assume power and leadership. At independence, there were practically no African lawyers, doctors, senior administrators, or other professionals.

Many factors contributed to the breakdown of law and order—from the unpreparedness of the Congolese to assume power to tribal infighting. As civil order dissolved, many of the Belgian citizens living in the Congo left the country, adding to the breakdown in public services and the government's inability to function. To add to an already confusing situation, Moise Tshombé declared the mineral-rich Katanga province independent.

President Joseph Kasavubu and Prime Minister Patrice Lumumba sent a telegram to Dag Hammarskjöld asking for military assistance. The first mandate passed by the Security Council called for the withdrawal of Belgian troops. For its first eight months, ONUC found itself in an impossible situation—unable to maintain order and to protect UN and civilian lives. The UN assisted the Congolese by dispatching needed fuel and food supplies, setting up an emergency health program, and preventing the silting of the Congo River.

Internal and external forces worked against the goal of the United Nations to stabilize the Congo. Fighting between the different factions trying to gain power made it more difficult. Prime Minister Patrice Lumumba attempted to gain power and was assassinated. At the international level criticism against Hammarskjöld by the Soviet bloc called for the Secretary-General's resignation.

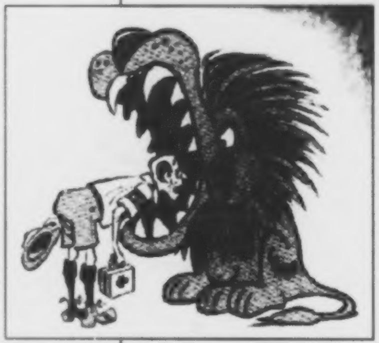
The tragic death of Dag Hammarskjöld in a plane accident in the Congo temporarily halted negotiations. U Thant replaced Hammarskjöld and drew up the final ONUC mandate which demanded the end of the Katanga secession.

Although the United Nations Force under the resolution is dispatched to the Congo at the request of the Government and will be present in the Congo with its consent...the Force is necessarily under the exclusive command of the United Nations, vested in the Secretary-General under the control of the Security Council. The Force is thus not under the orders of the Government nor can it, as I pointed out in my statement to the Council, be permitted to become a party to an internal conflict. A departure from this principle would seriously endanger the impartiality of the United Nations and of the operation.

—Excerpt from the First Report by the Secretary-General on the Implementation of Security Council Resolution s/4387 of July 14, 1960

"Dog's Plans...What Chance for a U.N.-Guarded Peace?"

It was past midnight one day last week when the U.N. Security Council finally came to a vote. The delegates, their tempers frayed by twelve hours of angry debate on the Congo, passed a remarkable resolution. It called on the U.N. to "take immediately all appropriate measures to prevent the occurrence of civil war in the Congo, including arrangements for cease-fires, the halting of all military operations, the prevention of clashes, and the use of force, if necessary, "in the last resort." But for U.N. Secretary-General Dag Hammarskjöld, it was scarcely the time for victory speeches. In a voice hoarse with fatigue, he warned of the grave new responsibilities confronting the U.N. in the Congo. "I am certain," he said, "that the states. . .realize that these [new] duties will necessitate strengthening the [U.N.] force by further generous contributions. . ."


—©Bob Bastian, San Francisco Chronicle, courtesy of The Cartoon Art Museum

Hammarskjöld patiently outlined U.N. plans to set up a buffer zone to separate the antagonists "but this would require 50,000 to 60,000 troops," complained a delegate. "Not at all," said a U.N. official. "It is the presence of U.N. forces, not their numbers that counts most."

The committee then tackled the crucial question of just how U.N. troops should carry out the Security Council's shoot-if-you-must order. The key argument: At what point, and at whom, would the U.N. troops open fire?

Hammarskjöld contended that the U.N. should shoot only in self-defense (as at present) or to enforce a cease-fire. Some delegates argued that the U.N. should also use force to break up fighting among the Congolese. Still other delegates argued that no action could be taken without the consent of the "legal government" of the Congo. This argument was complicated by the fact that six nations on the committee recognize Antoine Gizenga's regime in Stanleyville, while the others recognize President Joseph Kasavubu in Leopoldville.

Already, the U.N. has taken over the enormous task of running the Congo's essential public services, which had been virtually paralyzed by the original exodus of Belgian technicians last summer. Some 300 U.N. civilian technicians, from 26 countries now help operate the Congo's air, rail, and river transport, communication system, hospitals, schools, banks, law courts, and agricultural stations. The cost so far: $10 million—and the need is increasing.

Newsweek, 1961. All rights reserved. Reprinted by permission.

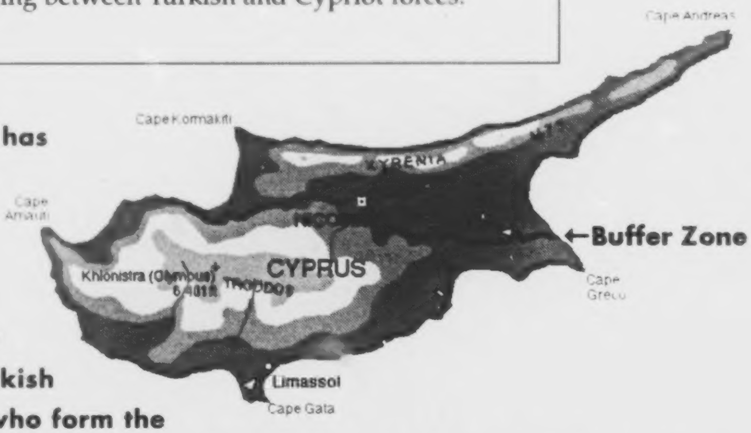
—UN Photo 66546

—UN Photo 78814

PEACEKEEPING FACTSHEET
UNITED NATIONS FORCE IN CYPRUS

QUICK FACTS

- **Name:** United Nations Peacekeeping Force in Cyprus (UNFICYP)
- **Location:** Cyprus
- **Dates:** March 1964-present
- **Function:** Supervises ceasefire and maintains buffer zone to ensure no recurrence of fighting between Turkish and Cypriot forces.



The peace which has reigned in Cyprus for nearly 20 years is attributable to UNFICYP's control of the buffer zone and the massive presence of Turkish troops in the north who form the ultimate deterrent to renewed fighting. The UN has, however, recently reaffirmed its opposition to the continuation of the status quo.

–Excerpt by Nancy Crawshaw from *The World Today*, April 1994

HISTORY

The United Nations Force in Cyprus (UNFICYP) has been on the island for over 30 years. The origins of this conflict date back to ancient history; the island's strategic location has made it a valuable possession for many countries. The British had negotiated with Turkey to control the island. For years, Greek Cypriots fought an underground rebellion against the British rule. Their goal—Enosis which means union with Greece—was fought by an underground army of guerrilla fighters lead by General George Grivas and fought on the public front by Archbishop Makarios III. A comprise was reached by the Archbishop Makarios, the British and Turkish representatives in 1959. Tensions between the Turkish Cypriots and the Greek Cypriots began immediately. General Grivas insisted on total control by the Greek Cypriots and the Turks became dissatisfied with how the compromise was being implemented. Fighting broke out in 1963.

UNFICYP was unable to maintain peace in the early stages of the history of the operation. The island was then divided into two zones in 1974. The UN troops are responsible for a 180-kilometer buffer zone which lies between the ceasefire lines.

The UN Secretary-General Boutros Boutros-Ghali has stated that UNFICYP cannot stay in Cyrus forever. Negotiations between the Cyprus government and the Turkish Cypriot leader, Rauf Denktash have continued to end in deaklock.

GREEK CYPRIOT STATEMENTS

9/4/1962—"Until this small Turkish community forming part of the Turkish race which has been the terrible enemy of Hellinism is expelled, the duty to the heroes of EOKA can never be considered as terminated."

11/3/63—"What is our desire? We have proclaimed it many times: our union with the Motherland, eternal Greece. What will our reply be if such a solution is made difficult, and if some think compromises are required or that something be given in return? 'No' is the reply, and the struggle will continue until complete fulfillment."

4/6/1973—"I would say that General Grivas is rather in direct control of the Enosis campaign. He is a good patriot and he would desire to see, as all Greek Cypriots would, Cyprus united with Greece. Union of Cyprus with Greece has always been the national aspiration of the Greek Cypriots. This national feeling has deep roots and the Greek Cypriots would favour Enosis under any circumstances. Various factors, however, and mainly the opposition of Turkey do not make Enosis attainable."

—from John Reddaway, *Burdened with Cyprus*, 1986

"I thank you, Mr. President, and the members of the Council for having given me this opportunity to make a statement on behalf of the Turkish Cypriots of Cyprus, who were the partner co-founders of the Republic of Cyprus, which was subjected to attacks by Greek Cypriots as far back as 1963. The legitimate Government of Cyprus which, I say on behalf of the Turkish Cypriot community, ceased to exist as a legitimate Government on the 21st day of December 1963 when the Greek Cypriots attacked us, when they threw the Turkish Cypriot community out of the Government. We want to abide by the resolutions of the Security Council and the resolutions of the General Assembly. However, to accomplish that, others should not seek and obtain resolutions which may not in full accord with the realities appertaining to the problem.
In the meantime, the Turkish Cypriot community looks upon Turkey as the motherland and as a guarantor and begs and demands that its protection should not be withdrawn from us.

—from Rauf R. Denktash, *The Cyprus Triangle*, 1982

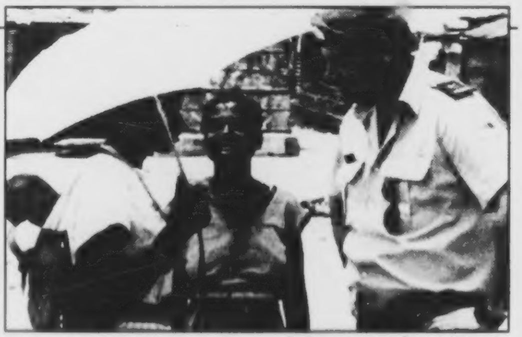
PEACEKEEPING FACTSHEET
UNITED NATIONS TRANSITION ASSISTANCE GROUP IN NAMIBIA

QUICK FACTS

- **Name:** United Nations Transition Assistance Group in Namibia (UNTAG)
- **Location:** Namibia (formerly South West Africa)
- **Dates:** April 1989-March 1990
- **Function:** Assisted the Special Representative of the Secretary-General to ensure the early independence of Namibia through free and fair elections.

> **"As the first of a series of post-Cold War multicomponent UN peacekeeping operations, UNTAG broke new ground and emboldened UN mediation efforts in other long-running conflicts in Cambodia, El Salvador...**
>
> –Virginia Page Fortna, *The Evolution of UN Peacekeeping*"

HISTORY


–Police Monitor from UNTAG.

The actual implementation of the UNTAG took over ten years of negotiations, of achieving the consent of all parties, and of assuring that the national, regional, and international climates were ready. The United Nations' efforts to assist Namibia to gain independence date back to the League of Nations' mandate that gave South Africa the right to govern the territory of South West Africa. When the United Nations was founded, it formed a trusteeship system, but South Africa refused to give up control over South West Africa.

The independence movements in Africa in the 1950s and 1960s influenced the internal dynamics in Namibia. The Namibian people formed the South West African People's Organization (SWAPO) in 1960. With Namibian independence as its goal, SWAPO engaged in guerrilla warfare against South Africa.

The rise of communist governments in Angola and Mozambique in the 1970s impacted on Namibia's goal to achieve independence. South Africa refused to give up its control of Namibia, fearing that communism in these neighboring nations would infiltrate into Namibia and then into South Africa.

The South African Turnhalle Conference concluded that Namibia was to gain independence, but with an apartheid system. Opposed to this initiative, Canada, France, Great Britain, the United States, and West Germany formed the Contact Group with the hopes of serving as a third party to mediate the conflict between South Africa and SWAPO. The Contact Group submitted a proposal to the Security Council that would create UNTAG in Namibia to ensure free and fair elections.

With the decline of the Cold War and because of the economic pressures resulting from international sanctions, South Africa became a consenting party. With these factors in place, Resolution 435

Photographs from UNTAG in Namibia: A New Nation is Born

MORE HISTORY

finally became a reality. The Resolution called for the monitoring of free and fair elections, of the South African Police, and of the ceasefire. In order to meet its objectives, UNTAG launched one of the largest contingencies of military observers, logistics troops, civilian police monitors, and election educators and observers in UN history. The United Nations High Commission for Refugees assisted Namibians in exile to return to Namibia to participate in the elections.

In order to increase voter participation and morale, UNTAG undertook a massive voter education program through radio, television, newspapers, visual aids, and printed material. Because of the supervision of registration and the monitoring of the actual voting, 96 percent of those eligible to vote turned out to do so. SWAPO won the majority of seats and Sam Nujoma was elected president. Ten weeks later, in February, 1990, the Constituent Assembly adopted a democratic constitution. On March 21, 1990, Namibia became independent.

–Looking for mines.

–Example of an educational poster on voting.

> **Revised final returns show that over 97% of Namibians who were registered to vote took the opportunity to exercise their long-awaited and fundamental democratic rights. I hereby certify that the electoral process in Namibia has at each stage been free and fair.**

–from press release by Mr. Martti Ahtisaari, Special Representative, November 1989

Photographs from UNTAG in Namibia: A New Nation is Born

Impartiality is Key to Success in Namibia

When Special Representative Martti Ahtisaari and Louis Pienaar, Namibia's Administrator-General, and their aides, meet in Windhoek to discuss such issues as the repeal of discriminatory laws, allegations of police brutality, the granting of amnesty or the new voter registration law, they often do so in the context of what is officially known as the "working group on the principle of impartiality".

Scrupulous impartiality must be maintained both by the UN and by the Administrator-General and all other South African officials in Namibia if the fundamental objectives of the independence process are to be achieved, the Secretary-General has stated.

Informal understandings reached in 1982—known as the "impartiality package" or the "informal check-list"—bind all the parties to act impartially during the independence transition period. They were made public on 15 May by Secretary-General Pérez de Cuéllar (A/44/280-S/20635).

The 17 items on the check-list include guarantees for freedom of speech, assembly and movement, freedom of the press and repeal of all discriminatory or restrictive legislation inconsistent with the independence process.

The release of all Namibian political prisoners before the beginning of the electoral campaign and the return of all Namibians in exile, so that they can freely participate in the elections, are also guaranteed.

–from UN Chronicle (September 1989)

BEST COPY AVAILABLE

PEACEKEEPING FACTSHEET
UNITED NATIONS OBSERVER MISSION IN EL SALVADOR

QUICK FACTS

- **Name:** •United Nations Observer Mission in El Salvador (ONUSAL)
- **Location:** El Salvador
- **Dates:** July 1991-present
- **Function:** Monitor all agreements between the government of El Salvador and the Frente Farabundo Marti para la Liberación Nacional (FMLN).

De la locura a la esperanza

La guerra de 12 años en El Salvador

Informe de la Comisión de la Verdad para El Salvador

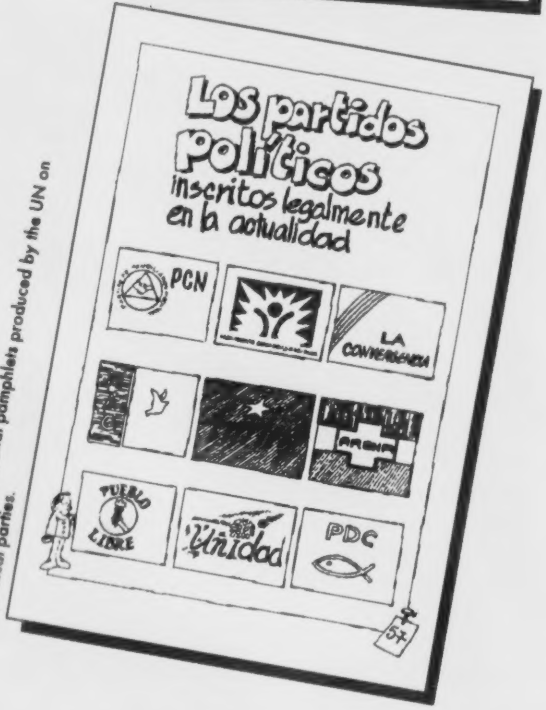
Naciones Unidas, San Salvador - Nueva York 1992-1993

Translation: *From Madness to Hope: The Twelve-year war in El Salvador. Truth Commission Report for El Salvador, United Nations, San Salvador - New York, 1992-1993*

HISTORY

Peacekeeping forces standing between warring sides are being replaced with peacebuilding diplomats negotiating ceasefires and elections. The United Nations Observer Mission to El Salvador (known by its Spanish acronym ONUSAL) is an example of one of the most ambitious efforts undertaken by the UN. El Salvador's 12-year civil war between the conservative government and the leftist rebels, FMLN, had escalated, leaving the country economically, socially, and environmentally devastated. The Cold War conflict between the superpowers added to this escalation; the United States alone during the Reagan administration gave over a million dollars a day in military aid to the Salvadoran government.

Negotiations between the Salvadoran government and the FMLN had been attempted but without success. Two regional attempts known as the Contadora Group and the Esquipulas Peace Plan received a great deal of attention but did not have the support needed to work.



Los partidos políticos inscritos legalmente en la actualidad

Example of educational pamphlets produced by the UN on political parties.

112

MORE HISTORY

The decline of the Cold War was one of the main factors contributing to the two sides coming to the negotiating table. The expanding role of the United Nations under the leadership of the Secretary-General Javier Peréz de Cuéllar also played a significant part in the negotiations.

The two sides appealed to the United Nations to serve as the mediator for the peace talks. The mediator promoted open communication by dealing with issues that both sides agreed on, actively proposed solutions on difficult issues, and served as an authority. The mediator announced the New York Act on December 31, 1991 ending the war in El Salvador.

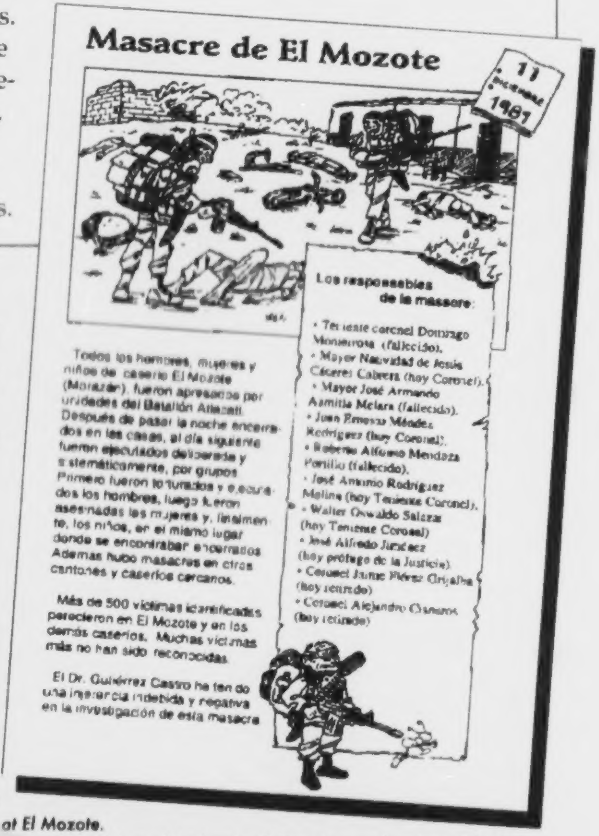
The United Nations created ONUSAL to monitor agreements reached by the government and the FMLN. The responsibilities of ONUSAL included assuring that both sides kept to the ceasefire, monitoring the demobilization of troops and the surrender of arms by the FMLN, verifying human rights abuses, and monitoring elections.

For the first time in the history of the United Nations, the organization investigated human rights violations in a member state. A Truth Commission to investigate the human rights violations and to recommend reforms was established. The report presented the findings of the commission naming the people responsible for the human rights abuses.

To monitor the elections in March 1994, the Security Council approved a 900-person delegation. The unit observed political meetings, demonstrations, and electoral advertising; received complaints before and during polling; and monitored election irregularities.

"The goal of this effort is not merely to stop the fighting, but to establish conditions that will ensure that once fighting stops, it will not resume—not just because of the presence of U.N. peacekeeping personnel, but because the root causes of the war are being addressed."

–Alvaro de Soto, Wall Street Journal, January 11, 1991



Masacre de El Mozote

11 Diciembre 1981

Todos los hombres, mujeres y niños del caserío El Mozote (Morazán), fueron apresados por unidades del Batallón Atlacatl. Después de pasar la noche encerrados en las casas, el día siguiente fueron ejecutados deliberada y sistemáticamente, por grupos. Primero fueron torturados y ejecutados los hombres, luego fueron asesinadas las mujeres y, finalmente, los niños, en el mismo lugar donde se encontraban encerrados. Además hubo masacres en otros cantones y caseríos cercanos.

Más de 500 víctimas identificadas perecieron en El Mozote y en los demás caseríos. Muchas víctimas más no han sido reconocidas.

El Dr. Gutiérrez Castro ha tenido una injerencia indebida y negativa en la investigación de esta masacre.

Los responsables de la masacre:

- Teniente coronel Domingo Monterrosa (fallecido).
- Mayor Natividad de Jesús Cáceres Cabrera (hoy Coronel).
- Mayor José Armando Azmitia Melara (fallecido).
- Juan Ernesto Méndez Rodríguez (hoy Coronel).
- Roberto Alfonso Mendoza Portillo (fallecido).
- José Antonio Rodríguez Molina (hoy Teniente Coronel).
- Walter Oswaldo Salazar (hoy Teniente Coronel)
- José Alfredo Jiménez (hoy prófugo de la Justicia).
- Coronel Jaime Flórez Grijalba (hoy retirado)
- Coronel Alejandro Cisneros (hoy retirado)

Translation:
The Massacre at El Mozote.
All the men, women, and children of the hamlet El Mozote were imprisoned by the units from the Battalion Atlacatl. After spending the night locked in their houses, on the following day, they were deliberately and systematically executed in groups. First the men were tortured and executed, then the women, and finally the children, in the same place they had been locked up. More than 500 identified victims died in El Mozote and in other areas. Many victims have not been identified.

BEST COPY AVAILABLE

handout 3h

PEACEKEEPING FACTSHEET
UNITED NATIONS TRANSITIONAL AUTHORITY IN CAMBODIA

QUICK FACTS

- **Name:** United Nations Transitional Authority in Cambodia (UNTAC)
- **Location:** Cambodia
- **Dates:** March 1992-present
- **Function:** Demobilized armed forces of the Cambodian factions, supervised interim government administration and conducted free and fair elections.

> **People want to vote. The general spirit is festive. People walked long distances in the rain on the first day. People coming out of polling stations are happy, even jubilant. People are laughing and joking outside of sites. Crowds packed into the back of large trucks are singing and dancing.**
>
> **–Yasushi Akashi**

HISTORY

The actions of the United Nations in Cambodia were greatly influenced by the events of the Cold War. The United States had held an interest in Cambodia since the beginning of the Vietnam War. As part of the U.S. policy of containment—to stop the spread of communism—U.S. and South Vietnamese troops attacked communist bases in Cambodia. The Communists—known as the Khmer Rouge—increased in numbers and popularity.

Between 1970 and 1975, a civil war waged between the U.S.-backed Cambodian government and the Khmer Rouge. In 1975, the Khmer Rouge seized the capital, Phnom Penh, and overthrew the government. The Khmer Rouge renamed the country the Kampuchean People's Republic, and instituted Pol Pot as the new premier.

After the Vietnam war ended in April 1975, reports of massive oppression by the Khmer Rouge became known to the world. The Pol Pot regime was responsible for the deaths of 1.5 to 2 million of Cambodia's eight million people, and more than 200,000 Cambodian refugees fled the country.

In 1979, Vietnam invaded Cambodia and overthrew the Khmer Rouge. The remains of the Khmer Rouge fled to the countryside, yet the Kampuchean People's Republic was still recognized as the legitimate government by the United Nations.

In 1983, a new coalition consisting of noncommunist guerrilla armies and the Khmer Rouge was formed to fight against the Vietnam-backed State of Cambodia (SOC). By the late 1980s, it became apparent that neither side had enough military strength to overcome the other.

In January 1990, the five permanent members of the UN Security Council developed the peace document, "Agreement of the Comprehensive Political Settlement of the Cambodia Conflict," which was signed in Paris.

In March 1992, the first troops of UNTAC arrived in Phnom Penh. The main objectives of the force were to disarm and demobilize the guerrilla factions including the Khmer Rouge, verify the removal of Vietnamese soldiers from Cambodia, confiscate weapons, de-mine the countryside, assure the return of 370,000 refugees, and organize free and fair elections by April 1993.

In spite of some opposition, UNTAC held elections in May 1993, resulting in the victory of the royalist opposition party FUNCINPEC led by Prince Sihanouk.

—Reprinted with permission from *The Washington Post*, 1993

The Washington Post

Cambodia May 23, 1993

EXCERPTS

CAMBODIAN GUERRILLA'S ATTACK: SIHANOUK RETURNS ELECTION EVE

by William Branigin

PHNOM PENH, Cambodia, May 22—Suspected Khmer Rouge guerrillas rocketed the quarters of Chinese soldiers serving with a United Nations peacekeeping mission and ambushed a train in an upsurge of violence on the eve of elections, U.N. officials said today.

Two members of a Chinese engineering battalion were killed and four others were wounded when guerrillas of the radical communist group fired a B-40 rocket at a Cambodian police station in the central province of Kompong Cham and hit the adjacent Chinese quarters, the U.N. officials said. In the southern province of Kampoi, at least three Cambodian civilians were killed when attackers blew up and looted a train near a known Khmer Rouge stronghold, the officials said.

The attacks raised concerns about Khmer Rouge attempts to forcibly disrupt the U.N. sponsored elections and prompted China, which had backed the Maoist group since the 1970s, to call a meeting of the U.N. Security Council.

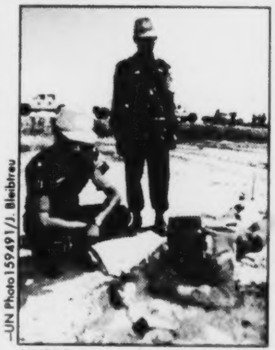
The elections for a constituent assembly, called for under a 1991 U.N. peace plan, began early Sunday, and, according to a U.N. poll organizer, voting was "going very smoothly," Reuter reported.

The voting is to end Friday, and final results are not expected to be announced until early June.

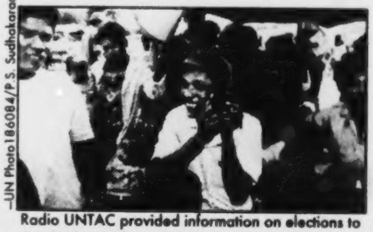
In a press conference, Yasushi Akashi, the Japanese head of UNTAC, acknowledged that the peacekeeping mission has failed to establish the "neutral political environment" for the elections called for in the peace plan. He said that voting would not be held in about 20 percent of the country because of security concerns or Khmer Rouge control.

But he said he anticipated a "fairly respectable" turnout in the rest of Cambodia. He has told Cambodia political leaders that he expects 60 percent to 70 percent of the 4.7 million registered voters to cast ballots during the six-day elections. A U.N. voter-registration drive found strong popular enthusiasm for the elections, signing up more than 95 percent of the estimated eligible voters.

Cambodia has not had a free, multi-party election since 1951, when the country was a French colony, and the great majority of the population of more than 9 million has never voted. However, U.N. officials and diplomats say there is a widespread popular will to exercise political power for the first time—especially after two decades of war, brutal misrule and civil strife—and they expect people to try to brave the Khmer Rouge threats to disrupt the elections.


—UN Photo159491/J. Bleibtreu

UNTAC personnel are trained demining specialists.


—UN Photo186084/P.S. Sudhakaran

Radio UNTAC provided information on elections to Cambodians.

Since the end of the cold war, the United Nations has been asked to involve itself in regional, ethnic, tribal and religious conflicts which have multiplied in many parts of the world. It has had to mount complex, large-scale operations to build or rebuild 'failed States'. Such activities, necessitating extensive involvement in internal affairs, are sharply different from more static, past UN interventions between independent States across ceasefire lines. The proposals of the United Nations Secretary-General for the preventive deployment of peacekeeping forces and for peace enforcement types of actions, are a logical response to the changing demands of the times.

—Yasushi Akashi, "Eyewitness: The Challenge of Peacekeeping in Cambodia" from *International Peacekeeping*, 1994.

handout 3i

STATEMENTS BY THE SECRETARIES-GENERAL OF THE UNITED NATIONS

TRYGVE LIE 1946-1953

After I came to this country I learned from friends here how much this ability to call forth the courage and the faith of men had meant to the people of the United States at the very beginning of President Roosevelt's administration. It was in his first inaugural address—in the very first paragraph of that address—delivered in the depths of the world-wide economic disaster of 1933, that he said, "First of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror."

Today, as in 1933, too many people are afraid.

People are afraid in America. They are afraid in Russia. They are afraid in the small countries like my own. The Governments, too, are acting as if they were afraid.

Negotiation, conciliation, and compromise are all possible without sacrifice of any vital principle. They are not only possible—they are the only basis upon which a peaceful world can be built. They are the way of the United Nations. There is no other way except the way of war. The Councils and the Assembly of the United Nations have been the only regular meeting grounds between East and West. But even in the United Nations there has been a tendency among the Great Powers to take up positions and stand upon them, rather than seriously to seek a settlement of differences between them.

All peoples, I remind you, includes both Americans and Russians. All kinds include both Communists and Capitalists, as well as the great majority of the world who are neither one nor the other. It includes people of every race and culture and creed.

—United Nations Photo 22731

I am well aware that confidence in the ability of the United Nations to keep the peace and to build a better world has been shaken, not only in this country but in a very large part of the world. There are, however, possibilities for developing the power and influence of the United Nations as it now exists and even in the presence of this Great Power conflict. There is, for example, Article 43 of the Charter. This Article specifically calls for the provision of armed forces by the Member Nations for service on call of the Security Council. It is possible that a beginning could be made now through the establishment of a comparatively small guard force, as distinct from a striking force. Such a force could be recruited by the Secretary-General and placed at the disposal of the Security Council. Even a small United Nations force would command respect, for it would have all the authority of the United Nations behind it.

Before I conclude I wish to say just a word about the role of the United Nations in the Cold War. Can the United Nations do anything about the Cold War? I think it can. United Nations programs of economic assistance and social welfare will help to reduce Cold War tensions, provided such programs are carried out on a nonpolitical basis. The United Nations has been able to keep within peaceful bounds every other dispute between nations that has been brought before it. The danger of an indefinite continuation of the Cold War in this age of the atom bomb, the hydrogen bomb, and bacteriological warfare is too great.

—from Andrew Cordier and Wilder Foote, *Public Papers of the Secretaries-General of the United Nations, Volume I*, 1969

STATEMENTS BY THE SECRETARIES-GENERAL OF THE UNITED NATIONS
DAG HAMMARSKJÖLD 1953-1961

An example of how the United Nations exerts its influence toward the just and peaceful solution of a dangerous problem is in Palestine. Aside from those issues directly related to the cold war, it is at once one of the most difficult and the most challenging of all, because the claims on both sides are so strong and so extremely difficult to reconcile. Although the United Nations has already been instrumental in ending the war in Palestine and preserving the armistice, we cannot claim that the peacemaking task of the Organization is in any way fulfilled. The United Nations appears as the only party which has a chance to serve as a catalyst for those forces which work in the direction of establishing conditions under which lasting peace is possible.

—United Nations Photo 62334

As members of the United Nations Emergency Force you are taking part in an experience that is new in history. You are soldiers of peace in the first international force of its kind. You have come from distant homelands, not to fight a war but to serve peace and justice and order under the authority of the United Nations.

The United Nations is an instrument for negotiation where the parties meet, irrespective of national interests and irrespective of different creeds and ideologies...the process of working out a mutually satisfactory arrangement with someone we have to live with and with whom, after all, we must have some common denominator since, as in Whitman's words, we 'sail the same voyage, are bound to the same destination.'

Our lives today are colored, first of all, by the long and bitter strife between the Western world with its traditional ideals, and a new power bloc, grown out of the great revolutions after the First World War and representing views of society and of man's place in society, different from ours although partly inspired by thinkers of the West.

The emergence of Africa on the world scene...has forced us to reappraise and rethink the nature of relationships among peoples at different stages of development, and the conditions for a new synthesis making room for an accelerated growth and development of Africa.

Newly independent countries have to make, often in a relatively short period, certain basic decisions which will, for many years to come, determine the patterns of their national life, as well as their relationships with the rest of the world. These are momentous decisions, and not always easily reversible once they have been made. New governments have to make for themselves and for which outside expertise cannot be of great assistance.

The Congo crisis has put the Secretariat under the heaviest strain which it has ever had to face. The organization of a sizable military force under very difficult geographical and physical conditions, the creation of the necessary administrative framework for the military operation, and the development of a far-reaching civilian programme to meet the most urgent needs of the country's economy have proved possible thanks only to the unstinting willingness of all Secretariat members.

I shall remain in my post during the term of office as a servant of the Organization in the interest of all those other nations as long as they wish me to do so. In this context the representative of the Soviet Union spoke of courage. It is very easy to resign. It is not so easy to stay on. It is very easy to bow to the wish a Big Power. It is another matter to resist.

—from Andrew Cordier and Wilder Foote, *Public Papers of the Secretaries-General of the United Nations, Volumes II-V*, 1975

STATEMENTS BY THE SECRETARIES-GENERAL OF THE UNITED NATIONS

U THANT 1961-1971

It is impossible to conceive in our times of a world authority that could physically eclipse the giant states of the United States and the Soviet Union. All that seems possible is to employ the strength of the two giants to support a system of preventing war between other, weaker countries. But how is war to be prevented in disputes between the two giants themselves? This is the paramount question of today. As far as all other powers are concerned, the aim should be to develop the peacekeeping authority of the United Nations.

—United Nations/UN

At the opening of the United Nations Development Decade, we are beginning to understand the real aims of development and the nature of the development process. We are learning that development concerns not only man's material needs, but also the improvement of social conditions of his life and his broad human aspirations.

I do not believe it possible to speak of one single most important cause of tension in the world of today. I am, of course, aware that there are those who speak of the Cold War, or more narrowly of the antagonisms between the United States and the Soviet Union as being the single most important factor responsible for the tension that has prevailed in the last years. I consider that in the economic field a situation has been developing which is perhaps even more fraught with danger, namely the widening gap between the industrialized nations and the developing countries of Asia, Africa, and Latin America.

Since the late Secretary-General signed, on August 17, 1961, the introduction to his last report on the work of the Organization, the Congo crisis has continued to weigh heavily on the United Nations. The core of the Congo problem is that of the secession of Katanga; the problem of the Katanga secession is primarily a problem of finance; the problem of finance, in turn, is the problem of the major mining companies. This is not an oversimplification of the facts. The end of the secession of Katanga would not mean a solution to all the problems of the young Congolese republic. Far from that. But as long as this secession is not ended, neither can the Congo move forward on the way to recovery, nor can the United Nations effectively fulfill its mandate of effective and massive technical assistance to the Republic.

Members, I am sure, are well aware that the Organization's financial problem has been one of my major and continuing preoccupations. I have stated on many occasions before this Committee, and in other public forums, that this problem is, in every sense, a vital one—perhaps the most vital one before the United Nations. If I may repeat what I said here last December…"a financially bankrupt United Nations would be an ineffective United Nations, if indeed it could survive on such a basis. The financial issue is thus one, which, if I may say so, transcends political controversy."

As in many countries, the future in the Congo is unpredictable and many difficulties and problems certainly lie ahead. I believe that the United Nations operation in that country, allowing for all its shortcomings and despite the violent criticism which has been leveled against it at various times and from various quarters, has provided a bridge from the desperate situation which existed in July 1960 to a solid basis from which the government and peoples of the Congo can now progress toward a prosperous and peaceful future.

—from Andrew Cordier and Wilder Foote, *Public Papers of the Secretaries-General of the United Nations, Volume VI*, 1976

STATEMENTS BY THE SECRETARIES-GENERAL OF THE UNITED NATIONS

KURT WALDHEIM 1972-1981

In that Tower of Babel which is the United Nations Headquarters in New York, where 152 Member States communicate their concerns and aspirations in a wide variety of languages and the big and little crises of the world converge, the Secretary-General is basically a lonely man. He has a large number of advisers from many nations at his service, but it is he alone who must make the essential decisions.

—United Nations Photo 122690/Y. Nagata

I myself advocate what some call 'preventive diplomacy', which has to be conducted calmly, without fanfare. One runs the risk, of course, of acquiring a reputation for passivity, since the substance of direct, intensive talks with heads of state and foreign ministers can never be heedlessly disclosed—but the strength of such diplomacy lies in that very feature. If it goes well, the crisis is averted, and no one is the wiser. It if goes badly, it is merely dubbed another UN failure.

The ground rule here is: the Secretary-General should negotiate only at the request of the parties to the dispute. Nothing is worse, and nothing would be less wise, than for him to force himself upon a situation. Successful mediation stands a chance only if it is wanted and worked for by all involved.

One should realize that the United Nations is, after all, the world in microcosm. Its weaknesses must consequently be ascribed primarily to the contradictions that characterize the world community itself.

As the Secretary-General of the United Nations, I much prefer the great powers to have their disputes out within the Security Council meeting room, than outside in the battlefield, and I believe that one should not forget this psychological importance of the lengthy debates of the Security Council which...often appear to be very sterile. In Austria we call this "letting off steam" and it has a very useful task in this respect, but again the fault lies not with the organizaion, but with the Member States which make too little use of this instrument or in some cases do not use it at all.

One of the major problems to create great difficulties for many years was the Cold War. The superpowers now understand that there is no alternative to peaceful co-existence and they tend to intervene indirectly in zones where they have interests. They also show much greater flexibility than formerly in situations unfavourable to their interests.

Between 1975 and 1977, there were six rounds of negotiations under my chairmanship, without a satisfactory solution being found. The Cyprus problem, unique in so many ways, is one of the most complicated and emotionally loaded of our time. In assessing its importance, however, the geopolitical situation of the island must be taken into account, as only in that way do the international ramifications become understandable.

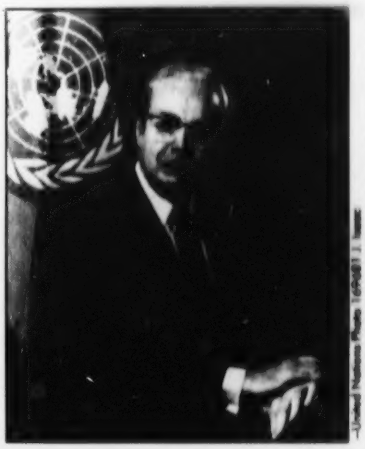
The experience of UNFICYP raises in an acute manner the question of the relationship between peacekeeping and peacemaking functions of the United Nations. The risks involved in the premature withdrawal of the a peacekeeping force are well known and can scarcely be envisaged at this time in regard to UNFICYP. However, a time may soon come for a careful re-examination of the United Nations arrangements in the island in the light of present realities.

—from Kurt Waldheim, *The Challenge of Peace*, 1980

BEST COPY AVAILABLE

STATEMENTS BY THE SECRETARIES-GENERAL OF THE UNITED NATIONS

JAVIER PÉREZ DE CUÉLLAR 1982-1991



Peacekeeping operations have generally been considered to be one of the most successful innovations of the United Nations, and certainly their record over the years is one of which to be proud. They have proved to be a most useful instrument of de-escalation and conflict control and have extended the influence of the Security Council into the field in a unique way. I may add that United Nations peacekeeping operations have traditionally shown an admirable degree of courage, objectivity, and impartiality. It is not always realized that peacekeeping operations are the visible part of a complex framework of political and diplomatic efforts and of countervailing pressures designed to keep the peacekeeping efforts and related peacemaking efforts effective. Peacekeeping operations can function properly only with the cooperation of the parties and on a clearly defined mandate from the Security Council.

The Charter of the United Nations clearly gives priority to dealing with threats to international peace and security and to the commitments of all nations, especially the permanent members of the Security Council, to cooperate within the framework of the United Nations towards this end. When the East-West tension is superimposed on regional conflicts and serves to exacerbate them, the already destructive nature of such disputes is likely to be aggravated and the danger of widening strife becomes an ominous prospect.

The situation in Central America has steadily deteriorated with the increasing intrusion of conflicting ideologies, the attempts to impose unilateral solutions to the problems of the region, and the resort to force. The tireless efforts of the Contadora Group, with the more recent backing of the Support Group, have helped in preventing the outbreak of a generalized conflict, but agreement which would bring peace to the region is yet to be achieved. I believe that only by insulating the Central American situation from the East-West conflict and seeking a Latin American solution that takes account of the economic and social needs of the area can a genuine settlement be achieved.

The two major Power blocs have started an assiduous search for bases of stable peace between them. Problems that should have been solved years ago did not just remain unsolved because of differences between the major Powers; they became more complicated as subsidiary problems were added to them.

While the war rages on in El Salvador, accompanied by widespread suffering, it is to be hoped that new political developments will lead towards dialogue and reconciliation in that country as well.

Traditionally the personnel of peacekeeping operations have been overwhelmingly military. In Namibia we see a variant of that practice. With the multiplicity of functions now being discussed for peacekeeping, we would do well to consider new combinations of military, police, and civilian personnel.

The ending of the cold war has meant the abandonment of the many assumptions that throttled progress in international affairs, bred chronic suspicion and fear and polarized the world. ...the concept of security which has begun to emerge is precisely the one the United Nations has been expounding all through the years.

Resolution of conflicts, observance of human rights and the promotion of development together weave the fabric of peace; if one of these strands is removed, the tissue will unravel.

–from Javier Pérez de Cuéllar, *Anarchy or Order: Annual Reports 1982-1991*, 1991

STATEMENTS BY THE SECRETARIES-GENERAL OF THE UNITED NATIONS

BOUTROS BOUTROS-GHALI 1992-PRESENT

In the course of the past few years the immense ideological barrier that for decades gave rise to distrust and hostility—and the terrible tools of destruction that were their inseparable companions—has collapsed. Even as the issues between States north and south grow more acute, and call for attention at the highest levels of government, the improvement in relations between States east and west affords new possibilities, some already realized, to meet successfully threats to common security.

The concept of peace is easy to grasp; that of international security is more complex, for a pattern of contradictions has arisen here as well. As major nuclear powers have begun to negotiate arms reduction agreements, the proliferation of weapons of mass destruction threatens to increase and conventional arms continue to be amassed in many parts of the world. As racism becomes recognized for the destructive force it is and as apartheid is being dismantled, new racial tensions are rising and finding expressions in violence.

Poverty, disease, famine, oppression and despair abound, joining to produce 17 million refugees, 20 million displaced persons and massive migrations of peoples within and beyond national borders.

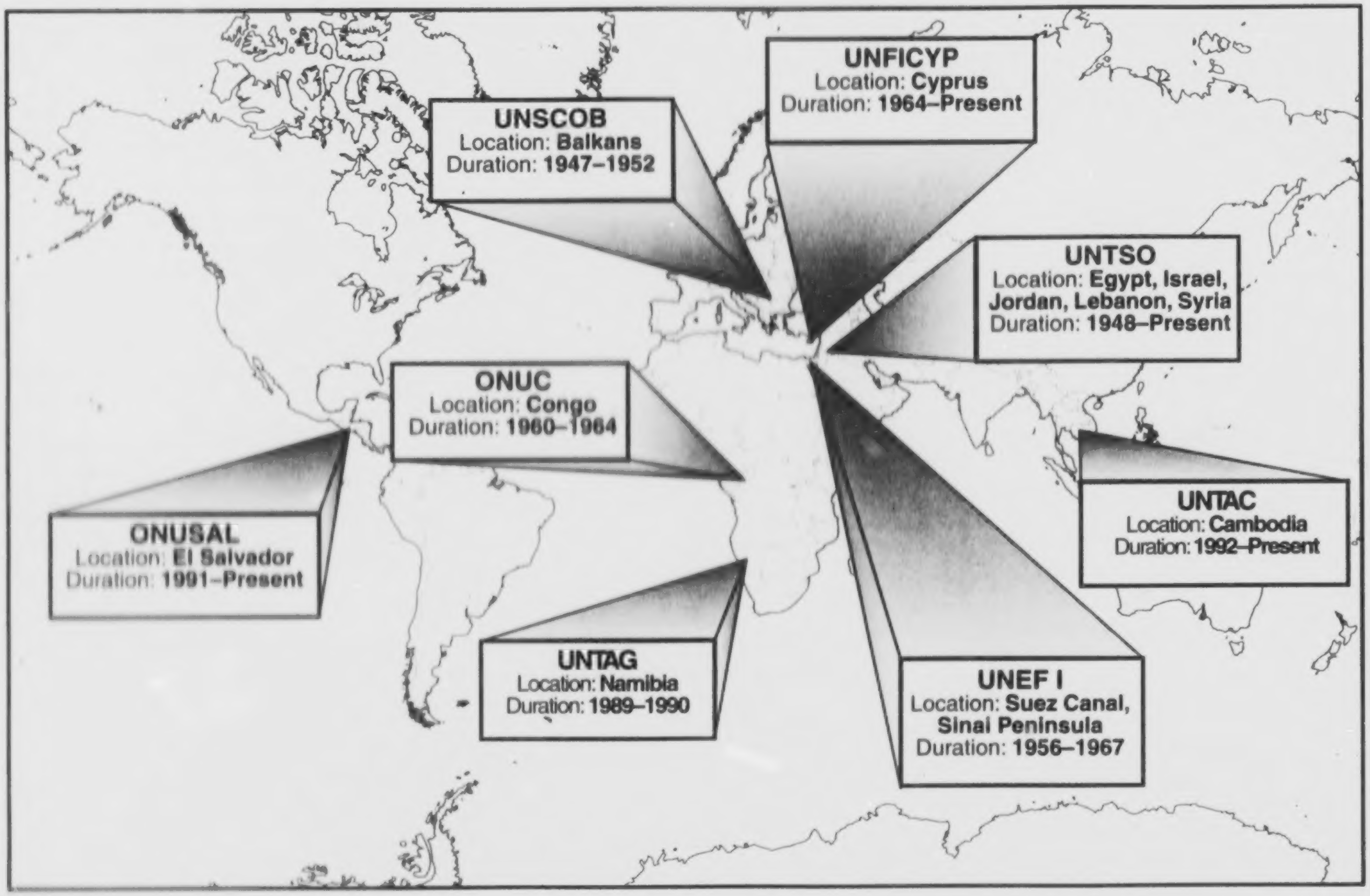
Since the creation of the United Nations in 1945, over 100 conflicts around the world have left some 20 million dead. The United Nation was rendered powerless to deal with many of these crises because of the vetoes—279 of them—cast in the Security Council, which were a vivid expression of the division of that period.

With the end of the Cold War there have been no such vetoes since 31 May 1990, and demands on the United Nations have surged. Its security arm, once disabled by circumstances it was not created or equipped to control, has emerged as a central instrument for the prevention and resolution of conflicts and for the preservation of peace. Our aims must be:

- To seek to identify at the earliest possible stage situations that could produce conflict, and to try through diplomacy to remove the sources of danger before violence results;
- Where conflict erupts, to engage in peacemaking aimed at resolving the issues that have led to conflict;
- Through peacekeeping, to work to preserve peace, however fragile, where fighting has been halted and to assist in implementing agreements achieved by the peacemakers;
- To stand ready to assist in peacebuilding in its differing contexts: rebuilding the institutions and infrastructures of nations torn by civil war and strife; and building bonds of peaceful mutual benefit among nations formerly at war;
- And in the largest sense, to address the deepest causes of conflict: economic despair, social injustice and political oppression. It is possible to discern an increasingly common moral perception that spans the world's nations and peoples, and which is finding expressions in international laws, many owing their genesis to the work of this organization.

—from Boutros Boutros-Ghali, *Agenda for Peace: Preventive Diplomacy, Peacemaking and Peacekeeping*, 1992

MAP OF PEACEKEEPING MISSIONS


UNSCOB
Location: Balkans
Duration: 1947–1952
UNFICYP
Location: Cyprus
Duration: 1964–Present
UNTSO
Location: Egypt, Israel, Jordan, Lebanon, Syria
Duration: 1948–Present
ONUC
Location: Congo
Duration: 1960–1964
ONUSAL
Location: El Salvador
Duration: 1991–Present
UNTAC
Location: Cambodia
Duration: 1992–Present
UNTAG
Location: Namibia
Duration: 1989–1990
UNEF I
Location: Suez Canal, Sinai Peninsula
Duration: 1956–1967

©SPICE

Lesson Four

A ZONE OF PEACE FOR CHILDREN

> The child shall be brought up in a spirit of understanding, tolerance, friendship among peoples and universal brotherhood, and in the full consciousness that his energy and talents should be devoted to the service of his fellow men.
> —Declaration of the Rights of the Child

Introduction

The United Nations Children's Fund (UNICEF) was created in 1946 as a temporary relief organization designed to meet the needs of the children in Europe whose lives were devastated by World War II. In 1953, in recognition of UNICEF's success, the General Assembly voted to extend the role of UNICEF into the permanent all-encompassing organization that it is today. UNICEF is working in more than 138 countries assisting communities with health care, education, and sanitation.

The following activities were designed to introduce students to nonmilitary forms of peacekeeping and conflict resolution. This idea is set forth in the first paragraph of the preamble of the Convention on the Rights of the Child, which states that "in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world". This is a reference to the idea that "conflict" involves not only physical conflicts, such as war, but also structural conflict. Structural conflict occurs "when people's basic human needs are not being met, because of the way society is organized (nationally/ internationally)" (Smith 1979). UNICEF works to prevent structural violence though development programs, and also reacts to emergency situations where structural violence has already led to physical violence.

The lesson starts with a general view and moves closer to a real-life situation in order to give students the opportunity to understand these forms of peace and conflict from different levels of analysis. Activity One introduces students to the Convention on the Rights of the Child by giving them an overall view of the basic rights provided for children. By allowing the students to actually "be" statistics, Activity Two creates an opportunity for students to understand how the international social structure prevents many children's basic human needs from being met. Activity Three brings students even closer to the situation by giving them the chance to reflect on a quote describing the direct impact of war on children. Finally, in Activity Four, students put themselves in one of the situations that they have been learning about throughout the unit.

Materials

Activity One: Convention on the Rights of the Child

- Handout 4.1a, *Survey of Rights*, one for each student.
- Handouts 4.1b through 4.1g, *Convention on the Rights of the Child*, one copy for each group

- Poster board, one for each group
- Markers, crayons, and/or magazines

Activity Two: Structural Conflict
- Teacher Guide 4.2a, *Achievement Cards*, several copies
- Teacher Guide 4.2b, *Instructions*, one copy
- Handouts 4.2a through 4.2d, *Country Information*, one copy for each group
- String or Tape

Activity Three: Physical Conflict
- Handout 4.3, *Quotes from War*, one per student

Activity Four: UNICEF Programs for Peace
- Handout 4.4a, *Description of Conflicts*, one for each student
- Handouts 4.4b through 4.4e, *Zones of Peace*, one set for each group
- Handout 4.4f through 4.4i, *Days of Tranquility*, one set for each group

Suggested Time

Activity One: One-and-one-half class periods
Activity Two: One-and-one-half class periods
Activity Three: One-half of a class period
Activity Four: One-and-one-half class periods

ACTIVITY ONE: CONVENTION ON THE RIGHTS OF THE CHILD

Teacher Preparation

1. Make copies of Handout 4.1a, *Survey of Rights*, for each student in the class.

2. Make copies of Handouts 4.1b to 4.1e, *Convention on the Rights of the Child*, one for each group. If you have more students, Handouts 4.1f and 4.1g can be used for additional groups.

Suggested Procedure

1. Explain to the students that the Convention on the Rights of the Child was passed by consensus by UNICEF and then was passed in 1989 by the General Assembly to protect the rights of children around the world.

2. Ask the students the following questions to initiate a discussion about rights:

   - What is a right?
   - What rights do you have?
   - Who is responsible for protecting these rights?

3. Distribute Handout 4.1a to each student and ask each student to list which rights seem to be most important to him or her. Make sure each student writes his or her name on the paper. Allow each student to determine what the word *important* means on his or her own.

4. Collect the voting sheets and read the results aloud anonymously. While you are reading, have someone tally which rights were voted on as number one most often by the class. Announce the results after

you have read aloud each sheet. Return the sheets to each student as a reference.

5. Initiate a discussion with the students using the following questions:

   - How did you choose which rights were important?
   - What was your definition of *important*?
   - How does the absence of these rights lead to conflict?
   - Who is responsible for guaranteeing these rights to children?

6. Form four to six small groups depending on how many students you have in the class and how large you want each group to be. Assign each group a section of the Convention on the Rights of the Child from the following list:

   - Preamble to the Convention
   - Freedom from Serving in Armed Conflicts
   - Right to an Education
   - Right to Life and High Standard of Health
   - Rights of Refugees (optional)
   - Freedom from Discrimination (optional)

7. Distribute Handouts 4.1b through 4.1g to the appropriate group and have the students read the articles carefully. Let them know that they are responsible for conveying the main ideas to the rest of the class.

8. Instruct the groups to make a poster for the classroom that conveys the main ideas of the Articles on their handout. Encourage students to be creative in translating the information to the poster.

9. Ask each group to present their poster to the class so that the entire class has a basic understanding of each of the sections. Limit presentation time to two or three minutes.

10. Hang the posters in a place where they can be viewed throughout the remainder of the unit.

11. Debrief the activity asking the students the following questions:

    - How do these rights relate to peace and conflict? How are these rights violated in wartime?
    - How can the United Nations protect these rights? (Look for connections to the peacekeeping activities presented in Lesson Three.)
    - Who else is responsible for protecting these rights? How can they be enforced?
    - Ask the students if they know the difference between physical conflict and structural conflict. Explain to them that physical conflict refers to war and structural conflict refers to the lack of resources to meet basic needs.

ACTIVITY TWO: STRUCTURAL CONFLICT

Teacher Preparation

1. Divide the classroom space in the following way by placing string or tape on the floor:

   - Sudan = 15% of the classroom
   - China = 30% of the classroom
   - El Salvador = 5% of the classroom
   - United States = 50% of the classroom.

2. Make copies of Teacher Guide 4.2a, *Achievement Cards*. Cut apart the achievement cards so that you can distribute them during the class period.

About Population

The issue of population is controversial in today's world because of the issues of family planning and conflicting cultural values. It is up to you whether or not you want to introduce the subject, and how you want to bring up the issue. According to the *Encyclopedia of the United Nations*, "world population is expected to continue increasing until the end of the 21st century when it may stabilize at 10.5 billion." All of the following factors of population growth and decline are linked closely together: mortality, fertility, average age of a population, average age that women get married, education, use of contraception, urbanization, and international migration.

Suggested Procedure

1. Explain to the class that they will have the opportunity to experience certain vital "statistics" of four countries in the world.

2. Divide the class into the following groups:

   - China = One half of the class
   - United States = One half of the rest of the class
   - Sudan = One more than half of whoever is left
   - El Salvador = Everyone else

   For example, if your class has thirty students: 15 live in China, 7 live in the United States, 5 in Sudan and 3 in El Salvador.

3. Distribute the appropriate *Country Information* handout (Handouts 4.2a through 4.2d) to each group. Allow the students to examine the materials. Instruct the students to figure out who in the group will represent what statistic.

4. Distribute the appropriate number of achievement cards to each group, based on the numbers they give you. This is also a chance for you to check their math.

5. Ask the groups to stand in the area that belongs to them. The group from China should be relatively crowded, while the U.S. group will have plenty of room to move around.

6. Using Teacher Guide 4.2b, *Instructions*, ask the students to follow the directions that you call out. Between directions, initiate a discussion with the students using the questions provided in the guide.

7. At the end of the exercise, debrief using the following questions:

   - How does this information relate to the concept of structural conflict?
   - How could this type of structural conflict lead to physical conflict?
   - How can this physical conflict be avoided?
   - Is the equal distribution of resources around the world possible? Why or why not?

ACTIVITY THREE: PHYSICAL CONFLICT

Teacher Preparation

Make copies of Handout 4.3, *Quotes from War*, for each student in the class.

Suggested Procedure

1. Explain to the students that they will have a homework writing assignment. Inform them that they will receive a quote. They should think about the concepts of peace and conflict as they respond to the quote.

2. Distribute Handout 4.3, *Quotes from War*, to each student. Instruct them that they should each choose a quote to write about for homework.

Next Day

3. Ask several students to read their writing aloud or read them aloud anonymously if the students are shy.

4. Debrief the activity with the students. Ask them:

   - How did you feel about the quotes?
   - How do these relate to conflict? To peace?
   - Remind students of the Convention on the Rights of the Child and the posters they made. How do these quotes relate to the rights and freedoms stated in the Convention?

ACTIVITY FOUR: UNICEF PROGRAMS FOR PEACE

Teacher Preparation

Make copies of Handout 4.4a, *Description of Conflicts*, for the class. In addition, make copies of Handouts 4.4b through 4.4e, *Zones of Peace*, one set for each group focusing on Sudan. Also make copies of Handouts 4.4f through 4.4i, *Days of Tranquility*, one set for each group focusing on El Salvador.

Suggested Procedure

1. Divide the class in half; one half will concentrate on El Salvador and the other will concentrate on Sudan.

2. Distribute Handout 4.4a, *Description of Conflicts*, to the students. Have the students read it.

3. Divide the two halves of the class into groups of four. If there are extra students, assign them the role of observers. They can play a valuable part during the debriefing by sharing what they saw or heard. Or give one or two groups five students and have two of them share a role.

4. Within the groups, choose (or have the groups choose) two people to represent the UNICEF program and two to be citizens. ..

5. Distribute the appropriate handouts:

   - Sudan program representatives receive Handouts 4.4b and 4.4c, one for each of them.
   - Sudan citizens receive Handouts 4.4d and 4.4e, one for each of them.
   - El Salvador program representatives receive Handouts 4.4f and 4.4g, one for each of them.
   - El Salvador citizens receive Handouts 4.4h and 4.4i, one for each of them.

6. Each group should follow the directions on the handouts. The program representatives are instructed to develop a plan to convince the citizens that they should participate in the program they are describing.

7. After each group has completed the activity, bring the class together for a discussion using the following questions. Discuss one country at a time.

Citizens
- Did the program representatives convince you? Why or why not?
- How did you feel when you had to make that choice?
- How did you come to your decision?
- What did you think their motives were for helping you?

Program Representatives
- What methods did you use to convince them?
- Which parts of the programs made it more difficult? easier?
- If you were them, would you have taken part?
- Why did you want to help them?

8. Debrief the activity by reading the following updates:

   In El Salvador, the program was a major success and ran for the last six years of the war. By the end of the war, more than 80 percent of Salvadoran children had been immunized against preventable diseases, thanks to UNICEF workers, the Salvadoran army, and guerrilla fighters.

   In Sudan, the war is still continuing. Most of the unaccompanied boys had traveled to Narus, which was the next camp. This one was not safe for long either, nor was the next one. However, the third camp they found, this one in Kenya, is safe and still running. There are permanent buildings, such as a hospital, and schools running all year long. There are now adults with many of these boys. International organizations are making efforts to find the boys' families.

9. Continue the debriefing by asking the students the following questions:

- In your own life, have you ever felt you had to make a tough decision? How did you make that decision?
- Describe the different types of conflict you encountered in this activity. Refer to Handout 2a, *Six Categories of Conflict*, for the different levels of conflict.
- How does UNICEF attempt to deal with these types of conflict?
- How do structural conflicts affect children?
- How do physical conflicts affect children?
- How can structural conflict lead to physical conflict?
- How does UNICEF assist the peace process?
- How can you promote peace without violence?

handout 4.1a

SURVEY OF RIGHTS

CONVENTION ON THE RIGHTS OF THE CHILD
PART ONE—BASIC RIGHTS

Name:____________________________________

- Freedom from Discrimination
- Importance of Being with Parents
- Right to Life, High Standard of Health
- Right to an Identity
- Freedom from Economic Exploitation
- Right to Have and Express an Opinion
- Right to Privacy
- Right to Have Access to the Media
- Freedom from Abuse
- Right to an Adequate Standard of Living
- Right to Safe and Legal Adoption
- Rights of Refugees
- Rights of Disabled Children
- Right to an Education
- Right to Play and Experience Culture
- Freedom from Serving in Armed Conflicts
- Right to Fair Legal Treatment

From the above list, select the three rights or freedoms contained in the Convention that you consider to be most important.

1. ____

2. ____

3. ____

CONVENTION ON THE RIGHTS OF THE CHILD
PREAMBLE

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

BEST COPY AVAILABL

CONVENTION ON THE RIGHTS OF THE CHILD
FREEDOM FROM SERVING IN ARMED CONFLICTS

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavor to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

CONVENTION ON THE RIGHTS OF THE CHILD
RIGHT TO AN EDUCATION

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

a. Make primary education compulsory and available free to all;

b. Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

c. Make higher education accessible to all on the basis of capacity by every appropriate means;

d. Make educational and vocational information and guidance available and accessible to all children;

e. Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

Article 29

1. States Parties agree that the education of the child shall be directed to:

a. The development of the child's personality, talents and mental and physical abilities to their fullest potential;

b. The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

c. The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

d. The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

e. The development of respect for the natural environment.

handout 4.1e

CONVENTION ON THE RIGHTS OF THE CHILD
RIGHT TO LIFE AND HIGH STANDARD OF HEALTH

Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
   a. To diminish infant and child mortality;
   b. To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
   c. To combat disease and malnutrition including within the framework of primary health care, through inter alia the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution;
   d. To ensure appropriate pre-natal and post-natal health care for mothers;
   e. To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents;
   f. To develop preventive health care, guidance for parents and family planning education and services.
3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

CONVENTION ON THE RIGHTS OF THE CHILD
RIGHTS OF REFUGEES

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

CONVENTION ON THE RIGHTS OF THE CHILD
FREEDOM FROM DISCRIMINATION

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

ACHIEVEMENT CARDS

✂

Over 16	Over 16	Over 16	Over 16	Over 16
Over 16	Over 16	Over 16	Over 16	Over 16

✂

Fifth Grade Diploma	Fifth Grade Diploma	Fifth Grade Diploma	Fifth Grade Diploma	Fifth Grade Diploma
Fifth Grade Diploma	Fifth Grade Diploma	Fifth Grade Diploma	Fifth Grade Diploma	Fifth Grade Diploma

✂

Measles Vaccine	Measles Vaccine	Measles Vaccine	Measles Vaccine	Measles Vaccine
Measles Vaccine	Measles Vaccine	Measles Vaccine	Measles Vaccine	Measles Vaccine

✂

I Can Read	I Can Read	I Can Read	I Can Read	I Can Read
I Can Read	I Can Read	I Can Read	I Can Read	I Can Read

✂

Family Planning	Family Planning	Family Planning	Family Planning	Family Planning
Family Planning	Family Planning	Family Planning	Family Planning	Family Planning

BEST COPY AVAILABLE

INSTRUCTIONS

Step One **If you are over sixteen, sit down.**

Ask the students:

- What does this proportion mean for population growth in each country?
- How can population growth lead to conflict?

Note to Teacher With a larger percentage of the people under sixteen than over, a disproportionate number of people will reach childbearing age at the same time. In the developing world, population statistics resemble a pyramid, with a large number of young people and a small number of older people. This is partially due to technology that is curbing child mortality. In most developed countries, population statistics resemble a tree trunk, with an equal number of young and old people. In some Western European countries, there are a disproportionate number of elderly people, so that population level is falling, almost becoming an inverted pyramid. In all countries, a larger population means more of a strain on the country's resources, which leads to structural conflict.

Step Two **If you did not complete the fifth grade, sit down.**

Ask the students:

- What rights of the Convention are being violated by this statistic?
- How is education related to peace and conflict?

Step Three **If you cannot read, sit down.**

Ask the students:

- How does illiteracy lead to structural conflict?

Step Four **Those who were not immunized for measles, sit down.**

Ask the students:

- What is the apparent status of health care in these countries?
- How is health connected to conflict?

Step Six **If you do not use any method of family planning, sit down.** (Optional Issue—see Teacher Preparation)

- What are the implications for population growth? For health?
- How is this issue related to peace and conflict?

Step Seven **Ask the groups to tell the class how much money they had for that month.**

- How is socioeconomic status related to conflict or peace?

COUNTRY INFORMATION

SUDAN

FACTS

- Total Population = 26.7 million
- Population under 16 = 12.6 million (47%)
- Average GNP per capita = $420
- Percent of children reaching fifth grade = 43% (girls = 40 %)
- Measles Immunization = 66%
- Literacy = 27%
- Family Planning Rate = 9%

INSTRUCTIONS TO STUDENTS

ACHIEVEMENTS

As a group, you are to physically represent these facts about the country of Sudan. Read the following and distribute the cards the teacher will give you accordingly.

- Half of the group is over 16
- One less than half of the group is educated through the fifth grade.
- One-fourth of the group can read and write.
- One less than three-fourths of the group received a measles vaccination.
- No one in the group uses any method of family planning.
- Each person gets $35.00 for this month, which is about one dollar a day.

For example, if there are 5 people in your group:

- for the age, 3 are over 16
- for the education levels, 2 have fifth grade diplomas
- for the literacy rates, 1 can read and write
- for the vaccination figure, 3 have been vaccinated
- for family planning, 0 use family planning methods

handout 4.2b

COUNTRY INFORMATION
CHINA

FACTS

- Total Population = 1180 million
- Population under 16 = 343.8 million (29%)
- Average GNP per capita = $380
- Percent of children reaching fifth grade = 86% (girls = 86%)
- Measles Immunization = 94%
- Literacy = 78%
- Family Planning Rate = 83%

INSTRUCTIONS TO STUDENTS

ACHIEVEMENTS

As a group, you are to physically represent these facts about the country of China. Read the following and distribute the cards the teacher will give you accordingly.

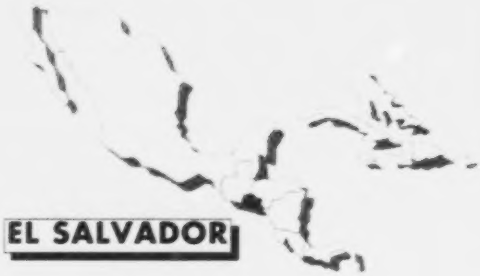
- Two-thirds of the group is over 16.
- Two more than three-fourths of the group is educated through the fifth grade.
- Three-fourths of the group is literate.
- All but one of the group received a measles vaccination.
- Two more than three-fourths of the group uses any method of family planning.
- Each person receives $31.66 for this month, which is about one dollar a day.

For example, if there are 15 people in your group:

- for the age, 10 are over 16
- for the education levels, 13 have fifth grade diplomas
- for the literacy rates, 11 can read and write
- for the vaccination figure, 14 have been vaccinated
- for the family planning, 13 use family planning methods

–from UNICEF's *The Progress of Nations,* 1994

COUNTRY INFORMATION
EL SALVADOR



FACTS

- Total Population = 5.4 million
- Population under 16 = 2.4 million (44%)
- Average GNP per capita = $1,170
- Percent of children reaching fifth grade = 45% (girls = 45%)
- Measles Immunization = 62%
- Literacy = 73%
- Family Planning Rate = 53%

INSTRUCTIONS TO STUDENTS

ACHIEVEMENTS

As a group, you are to physically represent these facts about the country of El Salvador. Read the following and distribute the cards the teacher will give you accordingly.

- One more than half of the group is over 16.
- One less than half of the group is educated through the fifth grade.
- Two-thirds can read and write.
- One more than half of the group has received a measles vaccination.
- Half of the group uses method of family planning.
- Each person receives $97.50 for the month, which is around three dollars a day.

For example, if there are 3 people in your group:

- for the age, 2 are over 16
- for the education levels, 1 have fifth grade diplomas
- for the literacy rates, 2 can read and write
- for the vaccination figure, 2 have been vaccinated
- for the family planning, 1 uses family planning methods

–from UNICEF's *The Progress of Nations*, 1994

COUNTRY INFORMATION
UNITED STATES OF AMERICA

FACTS

- Total Population = 255.2 million
- Population under 16 = 58.8 million (23%)
- Average GNP per capita = $23,120
- Percent of children reaching fifth grade = 94% (girls = 94%)
- Measles Immunization = 77%
- Literacy = 97%
- Family Planning Rate = 74%

INSTRUCTIONS TO STUDENTS

ACHIEVEMENTS

As a group, you are to physically represent these facts about the United States. Read the following and distribute the cards the teacher will give you accordingly.

- Three-fourths of the group is over 16.
- All but one of the group is educated through the fifth grade level.
- All can read and write.
- Three-fourths of the group has received a measles vaccination.
- Three-fourths of the group uses a method of family planning.
- Each person receives $1,926.66 for this month, which is around 64 dollars a day.

For example, if there are 7 people in your group:

- for the age, 5 are over 16
- for the education levels, 6 have fifth grade diplomas
- for the literacy rates, all can read and write
- for the vaccination figure, 5 have been vaccinated
- for the family planning, 5 use family planning methods

–from UNICEF's *The Progress of Nations*, 1994

QUOTES FROM WAR

Select one of these quotes to write about for the homework assignment. Be creative! Some possible ideas for writing are: a diary entry of the child; personal journal entry; letter to the child; letter to the United Nations or UNICEF; short story; poem; or song. Refer back to the ideas of peace and conflict that have been discussed throughout the lesson.

Q: "What do you want to be when you grow up?"
A: "I don't know . . . It doesn't matter . . . I'll probably be killed like my father before then."
—Javier, age 10 (Garbarino, 1991)

About two months before I had my baby, I was just walking, going to my sister's house. And the boys [gang members] came running, shooting. They were shooting at each other. And it was frightening, too. Because, I had my little girl [a three-year-old], and I didn't know which way to run. We just laid on the ground until they got through. I laid on top of her. There were about four or five shots. But it was just the idea that we had to get down on the ground. She was screaming, and I was just trying to calm her down. After, we didn't go outside that day. We just went back upstairs. That's all.
—Shirley, age 21 (Garbarino, 1991)

War is here, but we await peace. We are in a corner of the world where nobody seems to hear us. But we are not afraid, and we will not give up.
—students from a fifth-grade class in Zenica (UNICEF, 1993)

If there is peace in our country, I will be happy. I will eat good food. I will sleep in a good place. I will be in good condition after this war is finished.
—Lueth Deng, age 15 (Rosenblatt, 1983)

Somebody chased us away from our place, shooting at us with a gun, when we came from the desert. Can you sleep at night? You dream with the voice of a gun.
—David Gatkuoth (Rosenblatt, 1983)

The war destroyed everything. It killed my mother and father and brother and sister.
—Duing Keng Gak, age 15 (Rosenblatt, 1983)

When we came from Ethiopia many people died of hunger and because of lack of water. I saw dead people. Some of them were friends. I was hungry and thought that I was going to die.
—boy, age 12 (Rosenblatt, 1983)

When we ran away, I saw many people being killed along the road. We spent many days on foot with no water. Sometimes I dream about it. At night when I sleep I see the pictures. I hear fighting and heavy shootings. Only at night.
—girl, age 5 (Rosenblatt, 1983)

When you visit me in El Salvador, we will dance, and go swimming in the river.
—Ruth (Compher and Morgan, 1991)

BEST COPY AVAILABLE

DESCRIPTION OF CONFLICTS

SUDAN

The civil war in Sudan is the result of a complex interaction of problems, including religious differences, an unstable government, famine, drought, and a history of conflict since independence in 1956. The lack of tolerance for religious differences is a common link between all of these causes. The Northern part of Sudan has been under Islamic influence since the thirteenth century, but the Southern areas are predominantly Catholic, as they have been since the sixth century. In 1947, the British government, which had colonial rule over Sudan, reversed the policy which granted tolerance to the Catholics in the South. This reversal of the law forced the Catholics in the South to live according to Islamic law, which was the governing law in the North and is fundamentally different from Catholic beliefs. By 1956, when Sudan gained independence from Great Britain, this had already led to the first of a series of civil wars.

In 1972 the military ruler of Sudan, who was from the North, divided the South into sections in order to decrease their power. This action. along with a history of conflict with the North, led a group of men, called the Sudan People's Liberation Army (SPLA), to enter into civil war against the North on behalf of the South. This conflict has yet to be resolved and has led to hundreds of thousands of deaths, although no exact number is known.

The North is encouraging the South to secede and form an independent nation, but many in the South refuse because they believe that Sudan is as much their country as it is the Muslims' in the North and that the people would suffer without the resources in the North. These Southerners want fair treatment and equal representation in the government. Other Southerners feel that the people have already suffered enough from the war and that independence would lead to an end of the suffering and the ability to live and be governed according to their Catholic beliefs.

✂

EL SALVADOR

Just as in the case of Sudan, the conflict in El Salvador was the result of a variety of complex factors—from socioeconomic inequities to Cold War tensions between the United States and the Soviet Union—which contributed to a twelve-year civil war between the Government of El Salvador and the Frente Farabundo Martí para la Liberación Nacional (known as the FMLN).

The FMLN was a coalition of unions, political parties, religious groups and military groups that joined together to fight against the Salvadoran government and the conservative ruling parties in the late 1970s. This group was not recognized by the outside world as a legitimate political party. In fact, the United States and several Latin American countries opposed an attempt in 1981 by France and Mexico to recognize the opposition as a legitimate entity in order to bring about negotiations. During the any years of fighting, human rights abuses were consistently reported. Millions of Salvadorans left the country either to refugee camps along the border in Honduras and Guatemala or to other countries such as the United States.

The Cold War escalated the crisis in El Salvador. It was rumored that the Soviet Union was supplying arms for the opposition forces through Cuba, while the United States supplied arms and aid to the Salvadoran government.

Through the mediating role of the United Nations, the parties were able to reach an agreement in 1991 thus ending the war.

ZONES OF PEACE

DIRECTOR OF REFUGEE CAMP

SCENE

Pochala Refugee Camp in Sudan

THE CONFLICT

You are one of the administrators of the camps for unaccompanied children, and you are moving the camp to a new location tomorrow. It has come to your attention that some boys are planning to run away tonight and join the armed forces instead of coming with you. You pull aside two of the boys who you know have not made up their minds yet. One is thirteen and the other is ten.

The Armed Forces

There is no guarantee that a safe area for the camp will ever be found. The boys cannot handle the constant switching back and forth between safety and danger. They feel that an army will at least provide a constant place. Fighting in an army would provide them with a sense of power over their lives that they don't have in the camp. They feel certain that they will have food there. It sounds like a grown-up thing to do. But, they will probably die. They will be taught to believe that violence is the only way to live. They will be deprived of sleep for long hours. They will continue to see things that children should not see. They will carry assault weapons.

The Camps

The boys crave normalcy and safety. The group has become somewhat of a family. You feel responsible for each of them. The ten-year-old has a sister at the camp. You are still waiting for all of the international relief agencies to send help. But you hope that soon medical care will be available and a school will be set up for the children. You may one day be able to help them be reunited with their families in safety. Once you find the safe camp, you will start to instill the sense of normalcy that they all crave.

YOUR ROLE

Convince the boys to stay with you and travel with the group. When speaking to them, remember how old they are and what they have been through, and speak accordingly.

handout 4.4c

ZONES OF PEACE
UNICEF DIRECTOR

SCENE

Pochala Refugee Camp in Sudan. You work for UNICEF, and are one of the program directors for the refugee camps for unaccompanied children. All of you are moving the camp to a new location tomorrow. It has come to your attention that a group of boys is planning to run away tonight and join the armed forces instead of coming with you. You pull aside two of the boys who you know have not made up their minds yet. One is thirteen and the other is ten.

THE CONFLICT

The Camp: The boys crave normalcy and safety. The group has become somewhat of a family. You know that once a permanent, safe place is found there will be medical care and a school set up for the children. Psychological counseling will be set up to help the children confront and deal with the horrors they have experienced. You may one day be able to help them be reunited with their families in safety. Once you find a safe place for the camp, you will start to instill the sense of normalcy that they all crave.

The Armed Forces: There is no guarantee that this safe camp will ever be found. The boys cannot handle the constant switching back and forth between safety and danger and feel that an army will at least provide a constant. Fighting in an army would provide them with a sense of power over their lives that they don't have in the camp. They feel certain that they will have food there. It sounds like a grown-up thing to do. As an adult and a UNICEF worker, you know that the worst thing in the world for a ten-year-old or a thirteen-year-old is to join the armed forces. They will probably die. They will be taught to believe that violence is the only way to live. They will be deprived of sleep for long hours. They will continue to see things that children should not see, probably in worse ways than they already have, and without the benefit of psychological counseling. They will carry assault weapons. They will be forced to kill people.

YOUR ROLE

Convince the boys to stay with you and move on with the rest of the children in search of safety. Listen to their questions and answer according to their situation and age level.

ZONES OF PEACE

THIRTEEN-YEAR-OLD BOY

SCENE

A year ago after watching your family being killed, you and some boys left home. What you thought would be a three to four day journey lasted two months, and frightening things happened along the way. You and the boys that survived the trip made it to Dima, a camp in Ethiopia. You had been living in Dima for a month, where you were provided with schooling, warmth and food, when war broke out near the camp, making it no longer a safe haven. All the children from your camp, trekked back to Sudan in search of safety. Many of your friends were killed along this journey as well, even though you were accompanied by adults. You ended up in a camp called Pochala, where you and the other children created shelters and schools, and succeeded in creating some normalcy. Now that you have been living in Pochala for a while, fighting has just broken out nearby so the entire group of children has to move to a new camp further south.

THE CONFLICT

A group of your friends is leaving the camp tonight to join up with the armed forces and fight in the war. You have the choice of going with the group to the new camp or joining an army with those boys.

The Armed Forces

Pros: You will be guaranteed food, clothing and shelter. You will have power over something, and feel as though joining the army means taking back control of your life. You will have constant discipline and order.

Cons: You are only thirteen, and are scared. You are weak from all the traveling and may not last long in the army. You would still have to travel on your feet a lot. You really want to finish school and get an education. You may die in the army.

The Camps

Pros: You will stay with most of the same people that you have been with for a year. You feel safe with those people because they have been like your family. You can go to school. They may end up in a camp that is truly safe, which would mean the end of wandering around.

Cons: You are tired of wandering to new camps. You still have nightmares about the horrible things that happened during your first two journeys, including watching your friends be eaten by lions. You feel like you can't control anything in your life. You don't want to finally feel safe and then have to pick up and move again.

YOUR ROLE

Listen to what the UNICEF program representatives tell you and question them about the issues that you are concerned about. Don't make a decision until you know the answers to each of your questions. And then make an informed decision.

handout 4.4e

ZONES OF PEACE
TEN-YEAR-OLD BOY

SCENE

You left your family about six months ago with your fourteen-year-old sister and a group of boys in search of safety. What you thought would be a three to four day journey lasted six weeks, and scary things happened along the way. Many of the boys you were traveling with died or were killed. You finally arrived at a camp in Ethiopia tired, hungry, and almost ready to give up. You lived in a camp called Panyido for three months, where you were provided with schooling, warmth and food.

Then, war broke out in Ethiopia, and your camp was no longer safe. Along with a large group of children, you trekked back to Sudan in search of safety. You ended up in a camp called Pochala, where you and the other children created shelters and schools, and succeeded in bringing some normalcy to life. At camp, you and your sister met up with a boy from your home village who told you that last time he was there, your parents were still alive.

THE CONFLICT

Now that you have been living in Pochala for a while, fighting has just broken out nearby so the entire group of unaccompanied children has to move to a new camp. A group of boys is leaving the camp tonight to join up with the armed forces. You have the choice of going with the group to the new camp or joining an army.

The Armed Forces

Pros: You will be guaranteed food, clothing, and shelter. You will have power over something and feel as though joining the army means taking back control of your life. You will have constant discipline and order.

Cons: You are only ten and are scared. You are weak from all the traveling and may not last long in the army. You would still have to travel on your feet a lot. You really want to finish school and get an education. You may die in war. You want to find your family again, but you would have to leave your sister behind.

The Camps

Pros: You will stay with most of the same people that you have been with for a year and who have become like your family. You can go to school and end up in a camp that is truly safe, which would mean the end of wandering around. You can stay with your sister.

Cons: You are tired of wandering to new camps. You still have nightmares about the horrible things that happened during your first two journeys, including watching your friends be eaten by lions. You feel like you can't control anything in your life. You don't want to finally feel safe and then have to pick up and move again.

YOUR ROLE

Listen to what the UNICEF program representatives tell you and question them about the issues that you are concerned about. Don't make a decision until you know the answers to each of your questions. And then make an informed decision.

DAYS OF TRANQUILITY
UNICEF COORDINATOR

SCENE

The goal of UNICEF is for all children to be immunized for basic childhood diseases by the year 2000. In a country like El Salvador, this means stopping the war for a certain amount of time and convincing people that it has been stopped, then sending people out to immunize children and return to safety before the fighting starts again. The two sides—Government army and guerrilla fighters—have agreed to stop fighting for three days before the immunization and then three days for immunization, meaning a cease-fire of six days a month. All services will be free.

THE CONFLICT

Problems

- It has been difficult to locate and contact guerrilla fighters.
- People do not trust anyone—especially a group of people saying that the war will be stopped so that the children can be made healthy.
- Many Salvadorans are wary of the idea of immunization because they do not know anything about it. The idea of a stranger putting a needle in their child naturally scares them. Without these vaccinations, many of these children will die from preventable diseases like measles.
- There is no logical reason why anyone should trust either of the armies involved in the conflict.

Past Successes

The first month's Days of Tranquility in El Salvador were successful. Many children were immunized. Parents began to feel more hopeful because they had been able to do something positive for their children. Guerrilla fighters, UNICEF volunteers, volunteers from other organizations, army fighters, church officials—all helped with the immunizations.

YOUR ROLE

Convince the mothers sitting in front of you that they should bring their children to be immunized during one of the Days of Tranquility. Make sure that each of your reasons is respectful of their religious beliefs (Catholic) and is understanding of their fears. Your plea should incorporate an answer to each of the questions that you anticipate them asking.

handout 4.4g

DAYS OF TRANQUILLITY
ASSISTANT TO PRESIDENT OF EL SALVADOR

SCENE

The goal of UNICEF is for all children to be immunized for basic childhood diseases by the year 2000. In a country like El Salvador, this means stopping the war for a certain amount of time and convincing people that it is stopped, then sending people out to immunize children and return to safety before the fighting starts again.

As the Assistant to the President of the country, you are concerned with bringing immunization rates up to standards, especially because neighboring countries have already.done so and because this would help your president gain credibility. It is important to allow UNICEF to help the Salvadoran children without letting the guerrillas see your president as weak.

A unilateral ceasefire, which no party actually asked for, has been agreed upon by the guerrilla fighters and the President. Now you have to guarantee that the Salvadoran soldiers don't fight on the Days of Tranquility. You want everyone to know about the program so that immunization rates rise and looks good to the international world.

THE CONFLICT

Problems

- The president cannot guarantee that the guerrillas will indeed stop fighting, but you have to convince the people, through the use of media and representatives, that it is safe to go to the immunization sites.
- Many of the Salvadoran citizens are uneducated, and therefore do not know what a vaccination is. This makes it difficult for them to allow a stranger to stick a needle into their children.

YOUR ROLE

Convince the mothers in front of you that it is safe for them to leave their houses and immunize their children during the Days of Tranquility. Make sure that each of your reasons is respectful of their religious beliefs (Catholic) and is understanding of their fears. Your plea should incorporate an answer to each of the questions that you anticipate them asking.

handout 4.4h

DAYS OF TRANQUILITY

MOTHER FROM THE COUNTRYSIDE

SCENE

You are 25 years old and the mother of four. You used to have two other children, but they both died in infancy from a disease. You knew that you needed medicine, but you didn't know where to find it, especially in wartime. Even if you knew where to find it, you wouldn't have been able to afford it. You went to school up through the first grade, but then you had to stay home to help your mother raise your sisters and brothers. You cannot read. You have had a happy life, and you and your husband are relatively well off compared to your neighbors in the country. However, since the war broke out, you and your children cannot leave your house because of the danger involved. You trust nobody, even people that offer you help because you cannot tell if it is just a trick. And, you have never heard of a vaccination or of immunization.

THE CONFLICT

You are meeting with a UNICEF representative and an assistant to the president of El Salvador because they want to convince you to take part in a new program that will provide free vaccinations for your children. They say that the army and the guerrillas will stop fighting long enough for you to leave your home, journey with your children to the immunization site and return home without being harmed. They also say that immunizations would have saved your other two children and will improve your children's chances of living a healthy life.

- You fail to see how anyone could make the fighting stop, and are very wary of that promise.
- You do not know anything about vaccinations except that they involve needles, which you do not trust. There is no one that you can ask for advice because no one else knows either.
- The vaccination site is more than half a day's walk from your house and you have to bring four children with you.

YOUR JOB

Listen to the program representatives and ask questions. Their job is to convince you that the program is worth it, and your job is to express your reservations. Remember—you don't have to be convinced, but you may be. Raise the issues above and any other issues that you think are important.

handout 4.4i

DAYS OF TRANQUILITY
MOTHER FROM THE CITY

SCENE

You are 25 and the mother of two children. You used to have three children, but one died as an infant from a disease. Your husband was shot and killed walking down the street one day during the war. You went to school through the fifth grade and can read a little. To make money, you take in sewing, washing, and ironing for other people. You heard about vaccinations, but never vaccinated your children because you heard a story about a needle, and you know that evil people will put poison in a needle and kill their enemies.

THE CONFLICT

You are meeting with a UNICEF representative and an assistant to the president of El Salvador because they want to convince you to take part in a new program that will provide free vaccinations for your children. They say that the army and the guerrillas will stop fighting long enough for you to leave your home, journey with your children to the immunization site and return home without being harmed. They also say that immunizations would have saved your other child and will improve your children's chances of living a healthy life.

Problems

- You fail to see how anyone could make the fighting stop, and are very wary of that promise.
- You do not trust needles, and do not want anyone to hurt your children.
- Getting your children immunized would take an entire day, which would mean losing one day's wages, which you cannot afford to do.
- You wonder why anyone would want to help you and your fellow citizens like this, and what they have to gain that they are not telling you.

YOUR JOB

Listen to the program representatives and ask questions. Their job is to convince you that the program is worth it, and your job is to express your reservations. Remember—you don't have to be convinced, but you may be. Raise the issues above and any other issues that you think are important.

Lesson Five

ENVIRONMENTAL PEACE, ENVIRONMENTAL CONFLICT

> First, we are all members of the global environmental community. Membership of that community entails responsibilities as well as rights. …Second, human beings do not stand alone on this planet… we must strive for establishing a universal concord for all living beings, for establishing peace and for nurturing our ecological heritage.
>
> —Secretary General Boutros Boutros-Ghali

Introduction

By the 1960s, environmental awareness and apprehensions were being expressed with increasing urgency by individuals and nations alike. It was recognized that humankind cannot continue polluting and contaminating the world, reducing the ozone layer, logging the tropical forests and overgrazing and overcropping the land indefinitely.

The United Nations General Assembly responded to this feeling of concern by calling a World Conference on the Human Environment, held in Stockholm, Sweden, in 1972. Delegates from 113 nations met to discuss the mass of information that had been collected in the four years of preparation for the conference. The outcome was a document of principles and recommendations for guiding national and international action concerning the environment, and the conference culminated in the conception of the United Nations Environment Programme. In June of 1972, the United Nations Environment Programme was established by the General Assembly of the United Nations (Resolution 2997).

In this lesson the students will have the opportunity to actively interpret the United Nation's role in environmental peacekeeping. In the Activity One, *Environmental Peace, Environmental Conflict*, students will discuss the concepts of peace and conflict and how they pertain to the environment. In Activity Two, *UNEP and the World's Resources*, the students are introduced to UNEP as an environmental peacekeeper. The students examine how the world's resources are distributed, consider the potential for conflict, and analyze how UNEP is structured to promote and encourage the peaceful use of the world's resources. In Activity Three, *Confronting Environmental Conflict*, the students study an actual environmental conflict and consider the effects on the world's resources, noting the projects that the UNEP has organized in response to these conflicts. In the final activity, *Striving for Environmental Peace*, the students simulate the Earth Summit, participating in the global effort to resolve environmental conflict and create environmental peace.

Materials

Activity One: Environmental Peace, Environmental Conflict

- Handout 5.1, *Environmental Peace, Environmental Conflict*, one copy for each group
- Two large pieces of butcher paper
- Felt pens

BEST COPY AVAILABLE

- A variety of magazines such as *National Geographic, Audubon, Time,* and others

Activity Two: UNEP and the World's Resources

- Teacher Guide 5.2a, *The Structure of UNEP*
- Teacher Guide 5.2b, *How to Convert the Data*, one for each student
- Teacher Guide 5.2c, *Key to Data Conversion*, one for each student
- Handout 5.2a, *North America Factsheet*, one for each student in North American Group
- Handout 5.2b, *South America Factsheet*, one for each student in South American Group
- Handout 5.2c, *Europe Factsheet*, one for each student in European Group
- Handout 5.2d, *Africa Factsheet*, one for each student in African Group
- Handout 5.2e, *Asia Factsheet*, one for each student in Asian Group
- Handout 5.2f, *Resource Expert*, one for each student
- Handout 5.2g, *Spokesperson*, one for each group
- Calculator (optional)
- Art materials to create people, desert, or animal representations
- Scissors
- Two different colors of string and a ruler
- Large maps of North America, South America, Europe, Africa, and Asia (preferably laminated)
- 40 tacks of each color—green, yellow, blue, red, black, clear, and white—per group

Activity Three: Confronting Environmental Conflict

- Handout 5.3a, *The Exxon Valdez—An Oil Slick*, one for each student in North American Group
- Handout 5.3b, *The Amazon—Cutting Down the Trees*, one for each student in South American Group
- Handout 5.3c, *Europe—The River Rhine Poisoned*, one for each student in European Group
- Handout 5.3d, *Africa—Elephants for Ivory*, one for each student in African Group
- Handout 5.3e, *Chernobyl—A Nuclear Meltdown*, one for each student in Asian Group
- Handout 5.3f, *Green Accounting*, one for each student

Activity Four: Striving for Environmental Peace

- Handout 5.4a, *The Environmental Refugee*, one for each student
- Handout 5.4b, *If We Cooperate, We Can Succeed*, one for each student
- Handout 5.4c, *Analyzing Agenda 21*, one for each student
- Handout 5.4d, *For the Trees*, one for each student in forest resource group
- Handout 5.4e, *For the Plants and the Animals*, one for every student in biodiversity resource group
- Handout 5.4f, *For Water and the Encroaching Desert*, one for every student in water resource group
- Handout 5.4g, *For the Atmosphere*, one for each student in fossil fuel resource group
- Handout 5.4h, *For the Humans*, one for each student in human resource group
- Nametags for each student

Suggested Time

Activity One: One period
Activity Two: One to one-and-one-quarter periods
Activity Three: One period
Activity Four: One period

ACTIVITY ONE: ENVIRONMENTAL PEACE, ENVIRONMENTAL CONFLICT

Teacher Preparation

1. Hang two large pieces of butcher paper on the walls for students to write on. Label one CONFLICT and the other PEACE.

2. Collect magazines with photos of the environment (*National Geographic*, *Audubon*, Special Editions of *Time*, *Newsweek*, and others) for the students to find photographs.

3. Make enough copies of Handout 5.1, *Environmental Peace, Environmental Conflict* for each group.

Suggested Procedure

1. The day before the activity, give the students the homework assignment of finding a photo of the environment that exhibits one of the following:

   - nature in a balanced state
   - natural disasters (for example, drought or flooding, volcanic eruption)
   - human activities that have affected nature (for example, a dam, logging, mining)
   - environmental disasters (for example, oil or chemical spill, nuclear meltdown)

   Make magazines available for students.

Next Day

2. Discuss with the students the idea of peace and conflict are not limited to war and the absence of war, but are also appropriate when describing a state of *balance* or *imbalance*, *health* or *sickness* in the environment.

3. Have the students brainstorm on the state of the environment by asking them the following questions:

   - What do you think is the present state of the environment?
   - How would you characterize the state of the environment? At peace, balanced, healthy? In conflict, imbalanced, unhealthy?
   - How is the environment in your town? state? country?

4. To begin to solidify a definition of environmental peace and conflict, ask each individual student to consider how the photo that they brought in demonstrates peace or conflict in the environment. Instruct the students to think about their chosen photo and identify: Is it generally exhibiting peace or conflict? What are the criteria of the situation photographed that make it peaceful or conflicting?

5. Divide the students into 5 or 6 groups.

6. Assign each group a category in order to have a representation of all the categories. The categories include:

   •nature in balance
   •natural disasters (for example, drought or flooding, volcanic eruption)
   •human activities that have affected nature (for example, a dam, logging, mining)
   •environmental disasters (for example, oil or chemical spill, nuclear meltdown)

   At least two groups should discuss a photo that represents nature in balance.

7. Ask the groups to choose from among their photos one that best demonstrates the category that they have been assigned.

8. Distribute one copy of Handout 5.1a to each group. Ask that one student from each group be the reporter to write down the group's answers to the questions.

9. Have a different student come to the board and write under the appropriate column on the butcher paper the criteria (their answer to Question 9 on the handout) for peace and for conflict. Discuss how the students' arrived at their list of criteria.

10. Using the lists on the butcher paper, have the class come up with one to three sentences that describe what environmental conflict is. Do the same with environmental peace.

11. Leave the criteria and definitions for PEACE and CONFLICT on the wall throughout the lesson for reference.

Optional Activities

- Ask the students in their groups to roleplay a person or animal different from themselves that would have an opinion different from their own. Some examples of roles the students could imagine are: a logger, a farmer, an endangered species, an environmentalist, the owner of a factory, or a politician. The roles should be directly related to the photos.

  Return the class discussion to the list of criteria and ask students if their list is still appropriate for the concerns of the person or thing that they roleplayed. What should be added? What should be modified or removed? Can a universal definition of environmental conflict or peace be created?

- Have students read articles from newspapers and magazines that present conflicting views of environmental conservation and protection.

- Create a collage using the photographs selected by the students.

- Have students research different perspectives in environmental issues. Some examples are: in the Pacific Northwest of the United States, the controversy between the logging industry and groups protecting the spotted owl; or in the Japan Sea, the battle between the fishing industries and groups stating that the oceans are being overharvested.

ACTIVITY TWO: UNEP AND THE WORLD'S RESOURCES

Teacher Preparation

1. This activity requires a large map of each of the five continents. If you don't have these in your classroom, the National Geographic Society provides these maps for teachers free of charge.
2. Designate adequate space on a wall in the classroom to post maps after the activity.
3. Make an overhead of Teacher Guide 5.2a, *The Structure of UNEP* and of Teacher Guide 5.2b, *How to Convert the Data.*
4. Make a copy of Teacher Guide 5.2b and Handout 5.2f for each student. Make enough copies of Handouts 5.2a, 5.2b, 5.2c, 5.2d, and 5.2e, (five to six) for each group, and make one copy of Handout 5.2g, for the leader in each group.
5. Arrange the desks so that the students have a working space to lay out the maps. Keep this arrangement for Activities Three and Four.
6. Appendix 4, *About Cooperative Learning and the Jigsaw Approach,* describes the jigsaw approach employed in the activities of this lesson. Also, copies of Appendix 6, *Glossary of Environmental Terms,* can be distributed to the students.

Suggested Procedure

1. Remind students of Lesson One, Handout 1.3t, *Structure of the United Nations.* Inform the students that the United Nations Environment Programme is a specialized agency under the Economic and Social Council.
2. Using Teacher Guide 5.2a, *The Structure of UNEP*, as an overhead, discuss the objectives, organization, and activities of UNEP. Highlight the objectives of UNEP referring to the previous activity and the students' definitions of peace and conflict in the environment. Ask the students how their definitions of peace and conflict correspond to UNEP's objectives.
3. Explain to the students that in order to better visualize the immense and difficult task of promoting environmental peace, they are going to create a world resource map. They will each focus on a particular continent and a specific resource.
4. Divide the classroom into five groups representing the five continents: North America, South America, Europe, Africa, and Asia. Each group should have at least five students.

5. Delegate a "president" or "prime minister" for each group who will facilitate discussions within the group. In assigning students to the groups, make sure that each group has at least one member with strong math skills.

6. Distribute a continental map, copy of Teacher Guide 5.2b, tacks, art materials, and calculators (optional) to each group.

7. Distribute a copy of Handout 5.2a to each student in the North American group; Handout 5.2b to each student in the South American group; Handout 5.2c to each student in the European group; 5.2d to each student in the African group; and 5.2e to each student in the Asian group. Tell students to keep the handout in a safe place for reference for the rest of the lesson. Have extra copies available.

8. Instruct the groups that each student will be responsible for a specific resource. The students will choose among forests; biodiversity; water; fossil fuel; and human resources. Students will then be responsible for that resource on that continent for the rest of the lesson. Students responsible for fossil fuels are also responsible for greenhouse gas emissions. Students responsible for human resources are also responsible for energy production and consumption.

9. Using an overhead of Teacher Guide 5.2b, *How to Convert the Data,* explain how to convert the data given on each resource to a visual representation using tacks. The tacks will then be placed on the appropriate location on the continent map. Examples are shown.

10. There are three or four country examples for each continent. Each student will be responsible for all the countries where data is given that pertains to his or her resource.

11. Stress to the students that perfection is not necessary. The objective is to get a general idea where resources are on the planet. Facilitate the activity by encouraging the leader of the group to supervise each student, assisting those students that require it, doing particularly lengthy calculations, etc.

12. After all of the materials have been placed appropriately on the maps, post the maps for the entire classroom to see. Ask the students to pay close attention to their resource and how it is distributed around the world. Have the students look at their continent's neighbors and compare their particular resource to their neighbors.' These maps should be left visible throughout the lesson.

13. Instruct each student to write one to two statements about their resource for their leader, who will then read the statements to the classroom. Statements should reflect some "interesting fact" in comparison to other resources on their continent or the same resource on another continent. As their specific statements are read, students should stand up, distinguishing themselves as "experts in their field."

14. Distribute Handout 5.2f and/or Handout 5.2g to each student to complete for homework. Keep extra copies of Handouts 5.2f and 5.2g available for those students who forget to bring it back to class. Remind students to keep all of their handouts for the next days' activities.

Optional Activity

- Given the total world configurations listed on Teacher Guide 5.2b, have the students calculate what percentage of the world's resources, production, and consumption, etc., that the countries on their continents are responsible for.

ACTIVITY THREE: CONFRONTING ENVIRONMENTAL CONFLICT

Teacher Preparation

1. This activity will require the students to return to their "continental groups." Desks should be arranged like the previous day and the maps returned to each group's table.

2. For each group, make 5 or 6 copies of Handout 5.3a, *The Exxon Valdez—An Oil Slick;* Handout 5.3b, *The Amazon—Cutting Down the Trees;* Handout 5.3c, *Europe—The River Rhine Poisoned;* Handout 5.3d, *Africa—Elephants for Ivory;* and Handout 5.3e, *Chernobyl—A Nuclear Meltdown.* Make one copy of Handout 5.3f for each student.

Suggested Procedure

1. Have students return to their continental group. Students need their handouts from the previous day.

2. Tell the students that they are about to receive a report on an environmental event that has occurred or is occurring on their continent. Tell the students that while the citizens of their continent and other continents may have some indication that the event has occurred, the details of the event are unknown to anyone but themselves.

3. Distribute to each student the appropriate report for their continent: Handout 5.3a, *The Exxon Valdez—An Oil Slick,* corresponds with the North American Group; Handout 5.3b, *The Amazon—Cutting Down the Trees,* corresponds with the South American Group; Handout 5.3c, *Europe—The River Rhine Poisoned,* corresponds with the European Group; Handout 5.3d, *Africa—Elephants for Ivory,* corresponds with the African Group; and Handout 5.3e, *Chernobyl—A Nuclear Meltdown,* corresponds with the Asian Group.

4. Instruct students to read their report and note their first impressions. Encourage them to write down their thoughts, feelings, and immediate concerns. Ask the students: What are your immediate concerns? Who or what do you think this event affects first? What, if anything, should be done immediately? Emphasize to the students that the events chosen are not designed to place blame on or stereotype any one continent or country but are examples of the various environmental conflicts around the globe.

BEST COPY AVAILABLE

5. Instruct students to read the reports a second time, assuming the role of the resource expert they played in Activity Two. This time the students should look for specific references to their resource. Suggest to the students that they highlight and make notes along the margin of specific facts and events that could be related to their resources.

6. Distribute to each student a copy of Handout 5.3f, *Green Accounting*. Tell them *Green Accounting* is an actual UNEP environmental impact report card, although the classroom version has been greatly modified.

7. Tell students that they will each assess the impact of their group's environmental event using the UNEP environmental impact assessment form, Handout 5.3f. Tell the students that it is natural that they do not have all of the information that they need to get a complete idea of the impact of the event but that information is scarce, and a situation like this has never occurred before.

8. Instruct the students not to discuss their assessment of the event with anyone in their group. Instead, encourage the students to refer to the resource map that they created the day before.

9. Remind the students that not all of the effects of the event will be immediately noticeable but may appear at a later date. Encourage students to be creative when considering both short- and long-term effects.

10. Instruct the students to finish their reports by writing at least four statements that demonstrate the relationship between the environmental event and their resource (Question 10). The students should remove this part of their assessment form from the handout and give it to the leader or designated spokesperson for the group.

11. Using the statements by the resource experts, instruct the designated spokesperson to prepare a statement for his or her continent's citizens and the world and present it to the class.

12. Encourage the students to ask each other questions about the event, assuming a perspective appropriate to their continent and their resource.

Optional Activities

- Students roleplay the different perspectives of environmental groups, citizens, animals, and plants affected by the event, industry, etc.
- Students design visual representations of their particular environmental conflict and attach them where appropriate on the maps.

ACTIVITY FOUR: STRIVING FOR ENVIRONMENTAL PEACE

Teacher Preparation

1. This activity will require the students to return to their continental groups. Desks should be arranged like the previous day and the maps returned to each group's table.

161

2. Make copies of Handouts 5.4a, 5.4b and 5.4c for each student and copies of Handouts 5.4d, 5.4e, 5.4f, 5.4g, 5.4h for each group.

About UNCED

In 1992, the United Nations sponsored a global conference on environment and development. The unprecedented meeting provided 179 nations a global forum for expressing their concerns, hopes, and fears for the future of the Planet Earth. Topics included the social and economic dimensions of global development; the conservation and management of natural resources; the strengthening of the roles of the major groups concerned about and affected by the environment, including women, children and youth, and NGOs, among others; and the means of implementing the conference's declarations. The resulting document was Agenda 21—a blueprint for sustainable development.

The three basic objectives of Agenda 21 are:

- All countries should strive to promote sustainable consumption patterns;
- Developed countries should take the lead in achieving sustainable consumption patterns;
- Developing countries should seek to achieve sustainable consumption patterns in their development process, guaranteeing the provision of basic needs for the poor, while avoiding those unsustainable consumption patterns, particularly in industrialized nations, generally recognized as unduly hazardous to the environment, inefficient and wasteful. This requires enhanced technological and other assistance from industrialized countries.

Suggested Procedure

1. The day before the activity, distribute to each student Handout 5.4a, *The Environmental Refugee*, to do as homework.

Next Day

2. Describe to the students the United Nations Conference on Environment and Development (UNCED), more commonly known as the Earth Summit.

3. Distribute Handout 5.4b, *If We Cooperate, We Can Succeed*, and Handout 5.4c, *Analyzing Agenda 21*, to each student.

4. Instruct the students to meet in their continent groups.

5. Have students create nametags to identify themselves at the conference as being from a particular continent and specializing in a specific resource.

6. Looking at Handout 5.4b, instruct the students as a continent to chose three articles from Agenda 21 that are most relevant to their continent's primary concerns. A tally or vote may be necessary.

7. Once three articles of Agenda 21 have been chosen by the group, instruct the groups to brainstorm ways that these articles can aid them as a continent. More specifically, what policies would their continent

be willing to implement on a continental scale? Groups should commit to at least five actions and write them down on Handout 5.4c.

8. Instruct the students to leave their continent groups and to reconvene in new groups according to the resource that they have specialized in. There will be a Forest Resources Group, a Biodiversity Resources Group, a Water Resources Group, a Fossil Fuel Resources Group and a Human Resources Group.

9. Introducing themselves as representatives of their continents, the students briefly state the status of their resource on their continent. Briefly describing the environmental event that they examined in the last activity, the students state how their resource was affected by that event. After each representative has identified their main environmental concerns regarding their resource, have the students as a *resource* group chose the three articles of Agenda 21 that are most relevant to their *resource* group's primary concerns. A tally or vote may be necessary.

10. Once three articles of Agenda 21 have been chosen by the resource group, instruct the groups to brainstorm ways that these articles will aid their resource conflicts. More specifically, what policies would their resource group like to see implemented on a global scale? Students should commit to at least five actions and write them down on Handout 5.4c.

11. Distribute Handout 5.4d to each student in the Forest Resources Group; Handout 5.4e to each student in the Biodiversity Resources Group; Handout 5.4f to each student in the Water Resources Group; Handout 5.4g to each student in the Fossil Fuel Resources Group; and Handout 5.4h to each student in the Human Resources Group.

12. Have the students look at their handouts and compare what their actions where with what Agenda 21 suggests.

13. Encourage the students to consider each recommendation of Agenda 21 and instruct the students in their resource groups to vote on signing or ratifying Agenda 21. Tell the students that to sign the Agenda is to express one's support but not commitment to the Agenda.

14. Instruct the students to return to their continental groups and discuss the meeting with their international resource groups, sharing with them each of the resource prescriptions of Agenda 21, and recommending to their group to sign and/or ratify the Agenda or not and why.

15. After considering all of the resource-related recommendations of Agenda 21 and how they would affect the continent, instruct the students to vote on signing and/or ratifying Agenda 21.

16. Instruct the designated spokesperson to stand and state the continent they represent, if they sign, and/or if they ratify Agenda 21.

17. Describe to the students the actual outcome of UNCED: the three documents of the Earth Summit; the Rio Declaration, Agenda 21, and a statement of 15 principles for the sustainable management of forests and the two international treaties; the Convention on Biological Diversity; and the Convention on Climate Change. The following list show the countries who have ratified the documents and treaties of the Summit. Note that the Agenda and the Conventions have been signed by 44 of the 50 nations needed to implement the treaties.

Ratified:

- Burkina Faso, Africa
- Ghana, Africa
- Tunisia, Africa
- Uganda, Africa
- Zambia, Africa
- China, Asia
- India, Asia
- Japan, Asia
- Jordan, Asia
- Mongolia, Asia
- Philippines, Asia
- Canada, North America
- Mexico, North America
- Ecuador, South America
- Peru, South America
- Uruguay, South America
- Norway, Europe
- Armenia, Former USSR, Asia
- Belarus, Former USSR, Asia
- Australia
- Fiji
- New Zealand
- Papua New Guinea

Those we have studied, who have signed but not ratified:

- Algeria, Africa
- Nigeria, Africa
- Kenya, Africa
- South Africa, Africa
- Sudan, Africa
- United States, North America
- Brazil, South America
- Bolivia, South America
- Peru, South America
- Germany, Europe
- France, Europe
- Czechoslovakia, Europe

ENVIRONMENTAL PEACE, ENVIRONMENTAL CONFLICT

As a group, analyze the photograph you have chosen using the following questions as a guide. The reporter of the group should write down all of the responses. Remember there are no right or wrong answers.

1. On first impression, does the photo exhibit a sense of peace or a sense of conflict?

2. Who or what is affected by this peace or conflict? In the short term? In the long term? Who or what might be affected that you can't see in the photo?

3. What is the relationship among those involved?

4. If you believe that the photograph represents conflict, why do you think this event or condition occurred? Is someone or something responsible?

5. If your photograph represents conflict, how could or should it have been avoided? If your photograph represents peace, what can you imagine are the potential threats to that peace?

6. Who do you imagine would present an opposing perspective and what would their answer to some of these questions be?

7. What are some of the strongest feelings that you have when you see this picture? Why?

8. If your photograph represents conflict, what would peace look like here for you? If your photograph represents peace, what would conflict look like here for you?

9. List three reasons for the peace or conflict that you see in the picture.

© SPICE

THE STRUCTURE OF UNEP

OBJECTIVES
- to promote international cooperation in all matters affecting the human environment;
- to ensure that environmental problems of wide international significance receive appropriate governmental consideration;
- to promote the acquisition, assessment, and exchange of environmental knowledge

ORGANIZATION
- Intergovernmental organization (IGO)
- Subsidiary to the UN General Assembly and the Economic and Social Council (ECOSOC)

MEMBERSHIP
- All of the 179 Member States of the United Nations (as of October 1992)
- Non-member States, IGOs, and international nongovernmental organizations (NGOs) with an interest in the environment participate as observers

FOUNDED
- December 15, 1972, by the UN General Assembly. Established as a result of the UN Conference on the Human Environment in Stockholm, Sweden, June, 1972

ACTIVITIES
The primary role of the UNEP is to catalyze, coordinate and stimulate environmental action within the United Nations system. It works to win the cooperation and participation of governments, the international scientific and professional communities, and nongovernmental organizations. Its program is divided into three main sectors:

- Environmental Assessment, comprising the Global Environment Monitoring System (GEMS), the Global Resource Information Database (GRID), the International Referral System for Sources of Environmental Information (INFOTERRA), the International Register of Potentially Toxic Chemicals (IRPTC), and Earthwatch, designed to provide early warnings of significant environmental risks and opportunities and to ensure that governments have access to information;
- Environmental Management, covering terrestrial ecosystems, technology and the environment, industry and environment, oceans and coastal areas, and desertification control; and
- Support measures, covering environmental education and training, public information, development planning and cooperation, and environmental law and machinery.

ADDITIONAL ACTIVITIES
- In 1991 UNEP cooperated on 113 projects with other UN agencies and bodies, on 38 projects with governments, and on 143 projects with nongovernmental organizations. The priority areas are atmosphere and climate change, depletion of the ozone layer, fresh water resources, oceans and coastal areas, deforestation and desertification, biological diversity, biotechnology, and health and chemical safety.
- UNEP is also active in the areas of working environment, energy, technology, and human settlements.

teacher guide 5.2b

HOW TO CONVERT THE DATA

Forest Resources **(green tacks)**

1 tack = 15,000 hectares

(for example Kenya)

Natural Forest	1,187
Wooded Forest	+ 0
Total	1,187/15,000 = **1 tack**

Water Resources **(blue tacks)**

1 tack = 100 cubic kilometers

(for example Bolivia)

300/100 = **3 tacks**

Deserts **(yellow tacks)**

1 tack = 1,000 hectares

(for example South Africa)

880/1,000 = **1 tack**

Greenhouse Gases Emitted **(black tacks)**

1 tack = 20,000 metric tons

(for example Canada)

410,628
3,300
+ 8
413,936 /20,000 = **21 tacks**

Human Resources **(white tacks)**

1 tack = 25 million people or
a half inch = 25 million people

(for example Japan)

125.88 million people/ 25 = **5 tacks or 2.5 inches**

Biodiversity **(mammals and birds only)** **(red tacks)**

1 tack = 500 species

(for example Mexico)

Mammals	439
Birds	+ 961
Total	1400 /50 = **28 tacks**

Fossil Fuel Resources **(clear tacks)**

1 tack = 20,000 million metric tons

(for example Germany)

Oil	62
Coal	+ 226,069
	226,131/20,000 = **11 tacks**

Energy Production and Consumption **(red string)** **(black string)**

1 inch = 2,000 petajoules

(for example Former USSR)

Production	64,994/2,000 = **32 inches**
Consumption	54,730/2,000 = **27 inches**

For Calculations of Percent of World's Resources:

- Total surface area of forests and wooded land: 1,756,299 hectares
- Total number of species known: 3,000,000
- Total amount of freshwater: 40,673 cubic kilometers
- Total surface area of deserts: 3,500,000,000 hectares
- Total amount of estimated oil resources: 134,792 million metric tons
- Total amount of estimated coal resources: 2,995,228 million metric tons
- Total greenhouse gases emitted: 22,922,832 metric tons
- Total world population: 5,759,280,000,000 people
- Total energy production: 334,890 petajoules
- Total energy consumption: 321,430 petajoules

Hints:

- **If your number does not divide evenly, round to the nearest integer.**
- **If you do not have enough tacks, consider writing the number of tacks down on a piece of paper and tacking the paper to the map. For example, use a large yellow piece of paper for the desert in South Africa.**

KEY TO DATA CONVERSION

	Forest Resources	Biodiversity	Water Resources	Deserts	Fossil Fuel Resources	Greenhouse Gases Emitted	Human Resources	Energy Production and Consumption
North America								
Canada	30	11	29	0	2	20	1	6/4.5
U.S.	20	20	25	3	34	248	11	34/40.5
Mexico	5	28	4	100	1	17	4	4/25
South America								
Brazil	37	39	52	0	1	11	6	1/1.8
Bolivia	3	30	3	2	0	0	0	0/0
Peru	5	41	1	15	0	1	1	0/0
Europe								
France	1	7	2	0	0	19	2	2.1/4.6
Germany	0	6	1	0	11	49	3	4/7.5
Former Czechoslovakia	0	6	0	0	1	7	1	1/1.3
Africa								
South Africa	0	20	1	1	9	14	2	2/1.4
Ethiopia	1	22	0	28	?	0	2	0/0
Kenya	0	28	0	27	?	0	1	0/0
Algeria	0	6	1	190	0	3	1	2.1/0
Asia								
China	10	30	28	392	20	129	50	15/14
Former U.S.S.R.	63	66	44	150	25	57	12	32/27
India	3	25	19	9	8	37	37	4/4
Japan	2	7	5	0	0	56	5	2/9

BEST COPY AVAILABLE

handout 5.2a

NORTH AMERICA FACTSHEET
CANADA, THE UNITED STATES, AND MEXICO

Forest Resources (1990)—000hectares

	Natural Forest	Wooded Land
Canada	247,164	206,136
United States	209,573	86,416
Mexico and C. America	68,096	0

Human Resources (1995)—millions

	Population	Average Years of School	
		Women	Men
Canada	28.54	11.9	12.3
U.S.	263.14	12.4	12.2
Mexico	93.67	4.6	4.8

Water Resources (1992)

	Water cubic km	Deserts 000hectares
Canada	2,901.00	0
U.S.	2,478.00	3,000
Mexico	357.40	100,000

Biodiversity (1990s)—known number of species

	Mammals	Birds	Plants	Threatened
Canada	139	426	3,270	711
U.S.	346	650	19,473	2,349
Mexico	439	961	26,071	555

Greenhouse Gases Emitted (1991)—000metric tons

	Industrial CO2	Methane	CFCs
Canada	410,628	3,300	8
U.S.	4,931,630	29,000	90
Mexico	339,873	2,400	3

Fossil Fuel Resources (1990)—millions tons

	Oil	Coal
Canada	720	29,403
U.S.	3,560	668,331
Mexico	6,079	4,021

Energy Production and Consumption (1991)—petajoules

	Production	Consumption
Canada	11,851	8,779
U.S.	67,936	80,839
Mexico	8,053	4,834

Quick Facts

- The United States is the world's leading producer of greenhouse gas emissions.
- The average citizen of the United States consumes 18 tons of resources. 330 times as much energy than an average Ethiopian.
- In the US, 85% of the soil lost is directly attributed to the maintenance of livestock for consumption. In addition, 50% of the freshwater resources is used to irrigate pasture for cattle.
- One of the highest risk areas for desertification in the world is California.
- The United States has deforested more than 95% of its forests.
- The Pacific yew, which was burned as a weed by foresters cutting down the temperate rainforest of the Northwest United States, was found in 1991 to contain the most important anti-cancer drug found in the last 15 years.
- The United States is the largest importer of endangered wildlife: reptile skins, used for purses, luggage and boots; cat skins, used for coats; and parrots, imported as pets.

BEST COPY AVAILABLE

SOUTH AMERICA FACTSHEET
BRAZIL, BOLIVIA, AND PERU

Forest Resources (1990)—000hectares

	Natural Forest	Wooded Land
Brazil	561,107	x
Bolivia	49,317	x
Peru	67,906	x

Human Resources (1995)—millions

	Population	Average Years of School Women	Average Years of School Men
Brazil	161.38	3.8	4.0
Bolivia	8.07	3.0	5.0
Peru	23.85	5.7	7.1

Water Resources (1992)

	Water cubic km	Deserts 000hectares
Brazil	5,190.00	0
Bolivia	300.00	2,130
Peru	40.00	15,230

Biodiversity (1990s)—known number of species

	Mammals	Birds	Plants	Threatened
Brazil	394	1,573	56,215	524
Bolivia	280	1,257	17,367	98
Peru	344	1,705	18,245	465

Greenhouse Gases Emitted (1991) —000metric tons

	Industrial CO_2	Methane	CFCs
Brazil	215,601	9,800	4
Bolivia	5,855	340	0
Peru	19,155	400	0

Fossil Fuel Resources (1990) —million tons

	Oil	Coal
Brazil	395	12,535
Bolivia	25	5,000
Peru	52	1,060

Energy Production and Consumption (1991)—petajoules

	Production	Consumption
Brazil	2,343	3,551
Bolivia	164	81
Peru	320	287

Quick Facts

- At any one time, Brazil has 13% of world's total renewable supply of freshwater within its borders.
- Brazil has 30% of the world's tropical forests and the largest annual rate of deforestation.
- One tree is planted for every ten cut down. At this rate, all remaining tropical forest will be detroyed by the year 2035.
- In the Amazon rain forest, a scientist found that a single tree provides a home for two thousand unique species of animals.
- Ecuador has many more species than the whole of Europe, which is more than 30 times as big.
- In Uruguay, 96% of the women and 97% of the men are literate, the highest rates in the Southern Hemisphere.
- In Brazil, 978,300 metric tons of C02, a greenhouse gas, were released into the atmosphere as a result of deforestation, cattle ranching, and agriculture; 98% of its total CO2 emissions.
- 36% of Brazil's energy is supplied by fuelwood.

BEST COPY AVAILABLE

handout 5.2c

EUROPE FACTSHEET
FRANCE, GERMANY, AND FORMER CZECHOSLOVAKIA

Forest Resources (1990)—000hectares

	Natural Forest	Wooded Land
France	10,490	245
Germany	2,512	3,520
*Czechoslovakia	4,491	50

Human Resources (1995)—millions

	Population	Average Years of School Women	Men
France	57.77	11.7	11.5
Germany	81.26	10.6	11.7
Czechoslovakia	15.88	8.4	9.5

Water Resources (1992)

	Water cubic km	Deserts 000hectare
France	170.00	0
Germany	96.00	0
Czechoslovakia	28.00	0

Biodiversity (1990s)—known number of species

	Mammals	Birds	Plants	Threatened
France	93	267	4,630	160
Germany	76	237	2,682	68
Czechoslovakia	81	227	2,590	175

Greenhouse Gases Emitted (1991) —000metric tons

	Industrial CO2	Methane	CFCs
France	374,113	1,700	17
Germany	969,630	3,000	23
Czechoslovakia	137,583	710	3

Fossil Fuel Resources (1990) —million tons

	Oil	Coal
France	19	1,090
Germany	62	226,069
Czechoslovakia	2	16,870

Energy Production and Consumption (1991)—petajoules

	Production	Consumption
France	4,372	9,123
Germany	8,002	14,928
Czechoslovakia	1,780	2,607

Quick Facts

- In Germany, as much as 50% of the forests have been affected by acid rain.
- Even though the bicycle is stilll the most popular mode of transport, Dutch people drive the most cars per square mile and burn the most fossil fuel per person in Europe and the second most in the world, behind the United States.
- Scotland and Norway have destroyed almost all of their forests.
- Poland, Czechoslovakia, and Romania are among the world's most polluted countries.
- In France, 73% of the total energy supply is nuclear, the highest percentage in the world, followed by Belgium, 59% and Sweden, 52%.
- Norway experiences rain sometimes as acidic as lemon juice.

*Former Czechoslovakia

BEST COPY AVAILABLE

handout 5.2d

AFRICA FACTSHEET
SOUTH AFRICA, ALGERIA, KENYA, ETHIOPIA

Forest Resources—(1990) 000hectares

	Natural Forests	Wooded Land
South Africa	1,347	2,803
Algeria	1,767	2,168
Kenya	1,187	0
Ethiopia	14,165	0

Human Resources (1995)—millions

	Population	Average Years of School	
		Women	Men
South Africa	42.74	3.7	4.1
Algeria	28.58	8.0	4.4
Kenya	27.89	1.3	3.2
Ethiopia	58.94	.7	1.5

Water Resources (1992)

	Water cubic km	Deserts 000hectares
South Africa	50.00	880
Algeria	18.90	190,539
Kenya	14.80	27,682
Ethiopia	110.00	27,994

Biodiversity (1990s)—known number of species

	Mammals	Birds	Plants	Threatened
South Africa	247	774	23,420	1,039
Algeria	92	192	3,164	274
Kenya	309	1,067	6,506	185
Ethiopia	255	836	6603	83

Greenhouse Gases Emitted (1991)—000metric tons

	Industrial CO2	Methane	CFCs
South Africa	278,695	2,600	5
Algeria	55,194	960	1
Kenya	4,487	660	0
Ethiopia	2825	1400	0

Fossil Fuel Resources (1990) —million tons

	Oil	Coal
South Africa	2,000	176,551
Algeria	1,800	43
Kenya	unknown	unknown
Ethiopia	unknown	unknown

Energy Production and Consumption (1991)—petajoules

	Production	Consumption
South Africa	3,964	2,714
Algeria	4,392	785
Kenya	21	78
Ethiopia	5	40

Quick Facts

- 53.7% of Africa is at risk of desertification, an area of 726,530,000hectares.
- Madagascar, an island off of the southeastern coast of Africa, has more than 6,000 unique flowering plants, and half the world's species of chameleons are endemic to the island.
- A wild coffee from Ethiopia's fast-disappearing forests was used to save plantations thoughout Latin America from devastation and several national economies from disaster.
- Africa's population is increasing the fastest in the world while their food production rate is actually the lowest and decreasing.
- Algeria has the fourth largest reserves of natural gas and significant amounts of petroleum, phosphates, uranium, and metal ore.
- Algeria is 80% desert.
- Fuelwood supplies 52% of all energy in Sub-Saharan Africa, contributing to the accelerated rate of deforestation.

BEST COPY AVAILABLE

ASIA FACTSHEET
CHINA, FORMER USSR, INDIA, AND JAPAN

Forest Resources (1990)—000hectares

	Natural Forest	Wooded Land
China	115,047	27,730
Former USSR	754,958	186,572
India	51,729	0
Japan	24,158	560

Human Resources (1995)—millions

	Population	Average Years of School Women	Average Years of School Men
China	1,238.32	3.6	6.0
Former USSR	288.56	x	x
India	931.04	1.2	3.5
Japan	125.88	10.6	10.8

Water Resources (1992)

	Water cubic km	Deserts 000hectares
China	2,800	391,680
Former USSR	4,413.11	150,000
India	1,850.00	8,527
Japan	547.00	0

Biodiversity (1990s)—known number of species

	Mammals	Birds	Plants	Threatened
China	394	1,100	32,200	430
Former USSR	276	3,000	1,916	655
India	317	969	16,000	1,442
Japan	90	250	5,565	739

Fossil Fuel Resources (1990) —million tons

	Oil	Coal
China	3,264	400,900
Former USSR	8,000	501,000
India	810	193,802
Japan	7	9,338

Greenhouse Gases Emitted (1991) —000metric tons

	Industrial CO2	Methane	CFCs
China	2,543,380	40,000	8
Former USSR	1,105,766	28,000	44
India	703,550	35,000	3
Japan	1,091,147	35,000	3

Energy Production and Consumption (1991)—petajoules

	Production	Consumption
China	29,720	27,345
Former USSR	64,994	54,730
India	7,327	8,011
Japan	3,099	17,384

Quick Facts

- Japan is regarded as one of the largest marketplace for illegal wildlife products. It is a top importer of ivory, cat skins, parrots, live primates, and reptile skins.
- Asia's rivers are, perhaps, the most degraded in the world. Out of 78 rivers monitored in China, 54 are seriously polluted with untreated sewage and industrial waste.
- In north China, in recent years, the deserts have expanded to about 210,000 hectares, an area roughly the size of Mexico. The main cause of desertification in China is human activity; irrigating the land and depleting the vegetation cover.
- Seafood contaminated with mercury from a local factory killed over 400 people at Minimata Bay in Japan in the 1950s: by 1990, 2,900 people had been formally registered as suffering brain damage from mercury pollution. As a result, periodically the consumption of herring caught in the North Sea has to be banned.
- India, Japan, and Bangladesh, have the highest human population densities (persons per square mile) in the world.
- The number of known plant species is greatly underestimated in the former USSR due to inadequate research.

BEST COPY AVAILABLE

RESOURCE EXPERT

I am from______________________ and I am the______________________ Resource Expert.

1. Is your resource equally distributed around the world?

2. Compared to the rest of the world, is your resource abundant or scarce?

3. Can you imagine why your resource is abundant or scarce?

4. Looking at your closest neighbors, how does your resource compare to theirs?

5. Is your resource renewable or nonrenewable, and what are the implications?

6. Can you guess if your resource is threatened by environmental conflict (refer to definition of conflict arrived at by students)? If so, how?

7. What is your resource used for?

8. Are there alternative resources that can be used for the same purpose? If yes, what are they?

9. Look at your continent's population. How do you imagine your continent's population affects your particular resource? If you are the human resource expert, how do you imagine the level of education affects your population (refer to Lesson Four)?

10. Does energy production and consumption on your continent affect your resource? How?

11. Does energy production and consumption on your continent affect the world's resources? How?

12. What else on your factsheet is interesting to you?

BEST COPY AVAILABLE

SPOKESPERSON

I am the leader of__________________________.

1. What are the abundant resources on your continent?

2. What are the scarce resources?

3. What problems, if any, can you anticipate with the abundance or scarcity of your continent's resources?

4. What would be some solutions?

5. Looking around the world, who do you see that could help you? Or that you could help? How?

6. How do you imagine the energy production and consumption on your continent affects your continent's resources?

7. How do imagine that the energy production and consumption on your continent affects the world's resources?

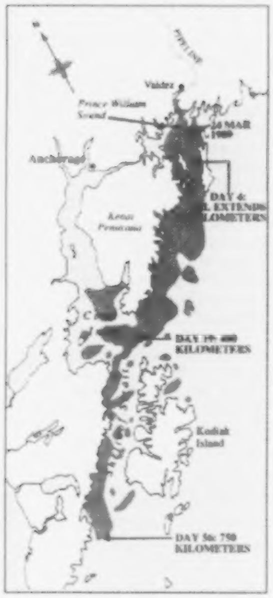
8. What else is interesting to you on your factsheet?

© SPICE

The Exxon Valdez Report

Alaska 1990-1994

OIL SLICK!



EXXON VALDEZ ONE YEAR LATER

A US grand jury has indicted Exxon Corporation and the oil giant's shipping subsidiary on 10 counts of felony and misdemeanor criminal charges in connection with last year's Alaskan oil spill, the worst in US history. *(Reuter, 1990)*

* * * *

THE CONSEQUENCES OF THE EXXON VALDEZ OIL SPILL ONE LITIGIOUS YEAR ON

The people of Alaska are bracing themselves for further repercussions of an event which has transformed the balance of power between industry and environmentalists. Lawyers are proceeding with some 150 lawsuits against Exxon, while hundreds of fishermen, tourism operators and other businesses affected by the seepage of almost 11 million gallons of crude oil into Prince William Sound are hoping to squeeze extra compensation out of the US's biggest oil company. Meanwhile, Exxon president Lee Raymond in New York described the cleansing (of the oil spill) as "essentially complete." *(Financial Times, 1990)*

* * * *

Every year around 4 million metric tons of oil contaminate the sea. Only about half comes from ships—the rest is from land-based pollution—and less than a third of that is spilt by accident. More that 1.1 million metric tons of oil is deliberately discharged every year from tankers; they pump out oily waters and wash out their tanks before taking on new cargoes. The worst pollution is on the main shipping lanes. Even quite low levels of oil can damage marine life, especially plankton and larvae, the primary food source of all marine animals. Tar balls ruin beaches; many, especially in the Caribbean, the Mediterranean and the Persian Gulf, are now unusable for recreation. Naturally, it is the big accidents—like the wrecking of the Exxon Valdez in Alaska—that attract world attention. Seabirds die and beaches are smothered in oil. *(Lean, 1994)*

* * * *

OIL SPILL RESPONSE TEAM

The Marine Spill Response Corporation (MSRC), a private, non-profit organization based in Washington, D.C., has been designated by the U.S. Congress as "the official response group for national catastrophe oil spills." After the 1989 Exxon Valdez oil spill, a group of oil industry executives recommended that MSRC be given the responsibility to coordinate future spill clean-up efforts. They agreed that neither the oil industry nor the federal government was prepared to handle oil spills of such capacity. The oil industry is funding the $825 million project. *(Buzzworm, 1991))*

* * * *

COPING WITH OIL SLICKS

Dispersal methods include skimming or burning and the use of physical barriers such as booms. But chemical dispersants actually break up oil into tiny droplets rapidly dispersible by wave action into the water thus preventing the formation of surface emulsions, such as the dispersant-resistant water-in-oil emulsion or "chocolate mousse."

Under good conditions, dispersants work as follows: oil is removed from the surface and skicks are unlikely to reform. Sea bird and coastline-fouling is thus likely to be reduced. The amount of the oil in the water, however, remains high for some time and shell fish, fish, and crustacea may be tainted. Highly-inflammable light hydrocarbons and the risk of fire and explosion is reduced. Oil droplets will be dispersed by water movements and undergo physical, chemical and biological changes.

Living resources are at risk—birds, particularly surface-feeders, and fish, their spawning and nursery grounds, marine mammals and important aqua culture areas such as mollusk beds.

Sensitive and fragile marine ecosystems—coral reefs, salt marshes, mangrove swamps, estuaries, tidal flats and lagoons—should rarely be sprayed.

High-wave action areas—rocky shores and exposed beaches—need not be sprayed as oil is removed naturally. Low-wave action areas—sand and gravel beaches and rocky shores—may need controlled spraying. *(UNEP, 1985)*

BEST COPY AVAILABLE

The Amazon Report

World Rainforests 1990-1994

CUTTING DOWN THE TREES

- Agree that environmental problems are a domestic concern only:

	Public	Leaders
All countries	34%	30%
Brazil	64	78

- Agree that their environment is getting worse:

	Public	Leaders
All countries	55%	69%
Brazil	52	82

- Agree that protecting the environment should be a major priority of governments:

	Public	Leaders
All countries	85%	85%
Brazil	65	16

BRAZIL SPEAKS A survey of Brazilians attitudes towards their environment and its management finds them losing patience with foreign advice on how to look after the Amazon. *(Our Planet 1989)*

The Amazon Basin is among the most biologically rich areas on Earth. Drained by the 4,080 mile long Amazon river system, its vast expanse of seemingly uniform tropical rainforest contains at least three major ecological zones and over 1 million species of plant, animal, and insect life. According to one reckoning, a single path of rainforest measuring 4 square miles in extent may contain as many as 1,500 species of flowering plants, 750 different tree species, 125 mammals, 400 birds, 100 reptiles, 60 amphibians, and 150 butterflies. The consequences of the eventual destruction of the Amazon rain forest is incalculable. Species whose value we scarcely yet know will simply disappear. Only a tiny percentage of the Amazon's incredible abundance of species is fully understood by science, but we know that many plants are rich in secondary compounds that have potential use as medicines, pesticides, and herbicides. Many of today's principal food crops originated from wild ancestors growing in these forests. Even when secondary forest growth regenerates on cleared areas of land, the diversity of the forest species can never be recovered. Of even greater significance are the possible global consequences of continued deforestation. Most scientists agree that the loss of forest cover contributes to a build up of carbon dioxide in the atmosphere. This builds up infrared radiation reflected from the Earth's surface, causing a gradual increase in the Earth's overall temperature—the "greenhouse effect." *(Hagget, 1991)*

* * * *

DEFORESTATION AT RORAIMA, BRAZIL Tropical rainforests are being destroyed at a rate of nearly half a hectare—the size of a football field—per second. The main causes are commercial logging and land clearance for cattle ranching. *(Hagget 1991)*

* * * *

INDUSTRIAL DEVASTATION

Mining in Brazil has reduced the rain forest to muddy pools poisoned by heavy metal. The environmental consequences of such widespread destruction are enormous, and spread far beyond the original site of activity. The waste soil produced silts up rivers, and their waters are contaminated with pollutants. *(Hagget, 1991)*

> **The leaves, plants and trees are whispering to you while the insects begin their songs. The hot, humid and misty air engulfs you. You hear those wonderfully high-pitched sounds of birds singing—then the chainsaw—then silence. Silence is a terrible sound for a jungle.**
>
> –Lidia Laccar, from the *Kinaiyahan Bulletin*, March 1990.

Europe Environmental Report

Switzerland 1986

THE RIVER RHINE POISONED

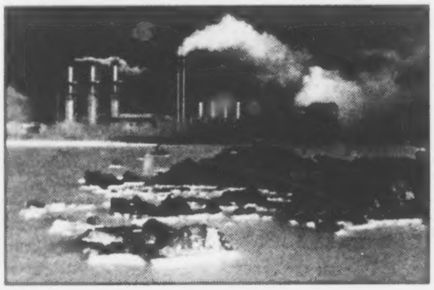
More than 10 tons of poisonous chemicals washed into the River Rhine from 1200 tons of stored chemicals in the Sandoz chemical plant near the Swiss city, Basel, November 1986. The disaster began in the early hours of 1 November when a fire broke out in Warehouse 956 in Schewizerhalle, just outside Basel. The stored chemicals quickly combined in the high temperatures of the inferno to form a noxious mushroom-shaped cloud.

As usual, the city's chemical-fire fighters had gone off duty for the night, which left the regular engine companies to bring the blaze under control. The water used to quench the fire flowed straight into the Rhine carrying with it mostly phosphorus-based chemical products stored in the warehouse—a host of pesticides and herbicides, including the highly toxic ethyl-parathion that kills 50 percent of people who absorb even small amounts. Most serious was the release of the fungicide, ethoxyethyl, of which, company officials said, some 12 metric tons were stored in the warehouse containing some 1.9 tons of pure mercury. From river water samples, Basel laboratory for water-pollution control estimated that some 200 kilograms of ethoxyethyl had gone into the Rhine.

In Lorrach, West Germany, police, seeing the flames, had to radio for information. In nearby Saint-Louis, France, the Mayor said he was not told of the accident for 12 hours and was first alerted by the pre-dawn wailing of Second World War emergency sirens from across the border in Basel.

Six days later a second spill occurred at the same plant when a damaged storage container, supposedly secured after the fire, suddenly ruptured. Sandoz officials said only five to 10 cubic meters of liquid had been released but acknowledged that it contained 2.5 times the permitted concentration of mercury. The Dutch measured concentrations of mercury in the 200-kilometer-long slick at…three times the normal concentrations.

Swiss Government leaders were scrambling to cope with Europe's worst toxic spill in a decade by which the Rhine's entire ecological system has been badly affected. The French Environment Minister declared it an "ecological disaster that would take several years to overcome."



Devastation along the upper 320 kilometers of the Rhine…was nearly total with almost all the river's living organisms being wiped out. Environmentalists estimated that more than 500,000 fish, including some 150,000 eels, had perished. As the 56-kilometer-long reddish slick of lethal chemicals flowed through France and West Germany and headed toward the Netherlands, the immediate effects seemed to be diminishing—but not the apprehension or anger of the people living along the banks, with lives and livelihoods linked to the river.

Switzerland's largest chemical company, Ciba-Geigy, admitted to accidentally spilling about 470 liters of the toxic herbicide Atrazine into the Rhine the night before the Sandoz fire. The illegal discharge of the chemicals was discovered only after officials tested the river for pollution from the Sandoz accident.

The possible long-term effects of the disaster were hard to gauge. Scientists warned that the chemicals might seriously disrupt the river's fragile food chain as much of the invisible plankton had been wiped out, depriving insect larvae and invertebrates such as water fleas, of food. Tiny shrimp were dying in huge numbers possibly signifying the widespread death of small river fish, and, in turn, the carnivorous species such as trout and pike that prey upon them. There was concern that the water birds that live and feed on the river—cormorants, gulls and ducks—would eventually be affected. The most serious threat seemed to come from the mercury. Experts predicted the possible oozing of the mercury-based chemicals [would] eventually seep through to the underlying water table. Such a process might take years but might poison irrigation water for the crops of the fertile Alsatian plain, or perhaps lodge in the food chain. Basel authorities said they would soon start dredging the nearby river bottom to try to scoop up as much of the mercury as possible and prevent its further spread. The Dutch calculated that 30 tons of chemicals had entered the river.

Before the spill the 13-year-old International Commission for the Protection of the Rhine had finally appeared to be succeeding in its efforts to clean up the river. Basel residents had recently been able to resume swimming in the river.

In the wake of this accident the Executive Director of UNEP in Cairo on 21 November made a proposal to deal with future chemical spills. The proposal calls for governments to agree to notify and assist one another in case of chemical accidents with potential transboundary harm. It also provides for developing guidelines for identifying and managing possible threats at local installations through co-operation between governments, industry, and local communities. *(UNEP, 1987)*

BEST COPY AVAILABLE

handout 5.3d

The African Report

Africa 1989-1992

ELEPHANTS FOR IVORY

> **They say we should leave them alone, the beasts of the forests. Why should I leave them alone? Did I plant the things for it? How about my children? My mind will be on killing it and eating it if it comes into my fields.**
>
> —Inhabitant of Zimbabwe's Dande communal land, in *Our Planet*, 1989.

Where once the elephant roamed over nearly the whole of Africa, today it is restricted to only a third of Africa's land area, its numbers are thought to have been reduced to just over 600,000, killed by the thousands for its tusks. The international ivory trade has been estimated to be worth around US $1 billion a year, in both its legal and illegal forms.

Opponents of the trade, Kenya and Tanzania, have the support of a number of developed countries and conservation groups interested in keeping the elephant alive for purposes of maintaining biodiversity, attracting tourism and thus the tourist dollar, and protecting the animal's rights. Proponents of the trade—South Africa, Zimbabwe, Zambia, Malawi, and Botswana—argue that they have successfully managed their wildlife and, therefore, should be able to hunt the giant because of the excessive damage to vegetation that the animal causes, drinking precious water resources, trampling threatened savanna and forest ecosystems and raiding crops. Furthermore, the money that is generated by the ivory tusks funds other needed programs, including poaching prevention, reforestation and anti-desertification.

Environmentalists counter that the herds have not been "successfully managed" and in fact, governments with common borders count the numbers of elephants twice, thus misrepresenting the actual numbers of the endangered species still alive. *(Albuero, 1989)*

* * * *

Poaching in Africa occurs because of the competition between the human and animal populations for land. In many communities, protected wildlife stands between life and starvation. Many regard national parks as no more than a waste of land which could be better used for agriculture and cattle grazing.

Hostility has been futher aggravated by legislation forbidding rural people to make any use of wildlife at all. Instead, landowners should be given the responsibility for the conservation of the wildlife on their lands, encouraging the development of photographic and controlled hunting safaris. *(Albuero, 1989)*

* * * *

In Tanzania, from 1979 to 1991, the population declined from 316,000 to 57,330: that equals a loss of 60 elephants a day for 12 years.

As of 1992, the UNEP had received conservation plans from 33 out of the 35 African countries with elephant populations. *(Cave, 1992)*

* * * *

WORLDWIDE BAN ON IVORY TRADE
The International ban on trading ivory went into effect January 18 but some leading producing and consuming nations refused to be bound by the treaty aimed at saving Africa's dwindling elephant herds. South Africa, Zimbabwe, Zambia, Botswana, and Malawi submitted requests for exemptions by the deadline while Britain has asked for a six month trading extension for Hong Kong to allow the colony to sell a stockpile of 670 tons of ivory, the world's largest. *(Daily Nation*, 1990)

> **Elephants are good workers because, through tourism, they attract money into the respective countries. We are discussing with various governments a change in policies so that there is some economic return to those communities upon which elephants have an impact, so that they can attach a value to elephants. Once those communities see that elephants positively affect their lifestyles and their development expectations, they are going to value elephants, and they are going to set aside a portion of their land for elephants.**
>
> —Dr. Perez Olindo, African Wildlife Foundation, in *Our Planet*, 1992

The Chernobyl Report

Former U.S.S.R. 1986

A NUCLEAR MELTDOWN!

This is not some little game we are playing. You are responsible for endangering life on our planet.

—A West German scientist to Mikhail Gorbachev during the clean up after the meltdown at Chernobyl in *Time*, 1986.

Chernobyl, a Soviet town located some 50 miles from Kiev, in the Ukraine, is where a major nuclear accident occurred on April 26, 1986. The accident, cause by an experiment involving the deliberate switching off of safety systems, resulted in the deaths of at least 31 people. More than 200 others suffered acute radiation sickness, 135,000 had to be evacuated from the area, radioactivity fell across Europe from Scandinavia to Greece. *(Time, 1986)*

* * * *

By 1992, as a result, seven more times as many children in the Ukraine and Byelorussia were contracting thyroid cancer as before the accident and the incidence of leukemia was also rising. At the Earth Summit in Rio de Janeiro in June, Dr. Turi Sherback, Ukraine's Environment Minister, estimated that more than 6,000 people may have already died as a result of the accident in his country, and that the death toll in the Ukraine alone would eventually reach 40,000. Tens of thousands more will die of cancer further afield in the former Soviet Union and in Europe.

Restrictions on foodstuffs were imposed in almost every Western European country and imports from Eastern Europe were banned. Four years after the accident, hundreds of sheepfarms in Cumbria and Wales, Great Britain, were still so radioactive that they could not sell the meat of sheep that grazed on the pastures for consumption, and the Lapps of Scandinavia faced the destruction of their culture because their reindeer were contaminated by eating lichen which accumulate radioactive materials. *(Lean, 1994)*

To the right and to the left, as far as the eye could see, there was empty land. The land was dead: no villages, no towns, only chimneys of destroyed homes, no cultivated fields or pastures, no herds, no people—nothing.

—A Soviet scientist describing the scene of an area that had been a center of plutonium production in the former Soviet Union in Time, 1986

* * * *

Following the Chernobyl accident, the Soviet Union reportedly closed all reactors that were built with the same design, a total of some 20 units that produce an estimated 5% of the country's electricity supply. Nonetheless, the Soviets seem certain to press ahead with their ambitious program of nuclear construction. Gorbachev has made atomic energy, which provides 11% of the country's power, a cornerstone of his drive to double the size of the Soviet economy by the year 2000. Thirty-four nuclear plants are under construction. The plants are needed all the more because Soviet oil reserves are dwindling. *(Time, 1986)*

* * * *

CHERNOBYL NUCLEAR ACCIDENT

Although the accident took place on the morning of April 26, the news was released in Moscow television at 9 p.m. on April 28. It is not clear whether this was accompanied by late implementation of emergency measures and hence unnecessary and protracted exposure of people in the area of the plant. There was also failure to inform neighboring countries which would be affected by the radioactivity. Commenting on the Chernobyl accident, UNEP Executive Director, Dr. M. K. Tolba, said that, when an accident with transboundary impact occurs, people have a right to know what the risks are. Inadequate information can give rise to much speculation and even to the overestimation of the size of the problem. Information is always needed to assess immediate and potential damage to people's health and the environment. *(UNEP, 1986)*

GREEN ACCOUNTING

AN ENVIRONMENTAL IMPACT ASSESSMENT

The country is in crisis. An environmental event has occurred and the government is asking your opinion on the matter. You have just read the reports compiled by your research assistant. Answer these questions to the best of your ability.

1. Briefly describe the event in your own words.

2. Was this an accident? If it was, why? If it was not, why not?

3. Who was responsible?

4. Who does it affect? Directly? Indirectly? (List in order of priority)

5. What area of the community, land, country, world does this affect? Directly? Indirectly?

6. How are the effects likely to be short-term? Long-term? Cumulative?

7. How could this have been avoided?

8. How has your particular resource been affected locally?

9. How has your particular resource been affected globally?

✂ Cut along the dotted line and give to your spokesperson.

10. Write below what you would recommend that your government do to rectify the situation locally and globally in reference to your particular resource.

THE ENVIRONMENTAL REFUGEE

Throughout history, strangers have gathered at the door of nations—refugees from political persecution but with mounting evidence of a global environmental disaster that has begun, a new category of refugees must be considered—the environmental refugee.

It is the year 2030. The earth is the warmest it has been in the past 120,000 years. The oceans have been growing since the late 1900s, expanding with the change in temperature and the melting of the polar ice caps. The land has shrunk. High seas and storms penetrate further inland. Wet areas are wetter, dry areas drier. The three-feet sea-level rise has flooded Bangladesh, threatening the lives of 10 million people. The Maldives are in danger of disappearing completely. In Mauritius, towns and airports are continually flooded, aquifers are contaminated by salt water.

The environmental refugee, a new, sad category of the distressed and displaced, is born.

The environmental catastrophe just described is global warming—caused by the emissions of carbon dioxide, chlorofluorocarbons (CFCs), methane and other "greenhouse" gases. Scientists estimate that a rise of around 2.2. degrees centigrade (4 degrees Fahrenheit) is expected by the middle of the next century. It does not seem like much, but previous climate changes have taken tens of thousands of years. Now the change is occurring with frightening speed, faster than the rate at which plants and animals can adapt.

A rise in sea-level would affect 300 million people as islands and coastal regions are flooded. Long before that, changing rainfall patterns will affect crops. In Africa, erosion and desertification and a population explosion have seen the food produced for each African fall by 20 percent since the 1960s. This can be compared to a North American child who instead of eating three meals a day would only eat two, but for an African child who eats only one meal a day this would mean starvation. Throughout the world, food production is falling behind population growth.

Global warming, however is only part of the scenario. Even today, we have already witnessed a third of the world's land surface turn to sand, as soil is over-used and eroded, as forests are cut down and the soil left unprotected against the sun, the wind and the rain. Every year we are losing 25 billion tons of topsoil, roughly the size of Australia's wheat lands.

The rate of destruction of tropical forests is about the equivalent of one football field per second. The burning of forests introduces millions of tons of greenhouse gases and pollutants into the air. Increasingly, scientists blame desertification and deforestation for the worsening of droughts and floods.

Environmental destruction is thus already a salient cause of the refugee problem. In the Horn of Africa, drought, famine, floods, persecution, war and civil conflict have brought the refugee population in Djibouti, Ethiopia, Somalia and Sudan to two million, many of whom have already lived as refugees for many years. In 1985, journalists interviewing refugees in camps along the Sudanese border concluded that the refugees had fled drought, not conflict.

From 1969 to 1973, in the Sahel region of West Africa, drought and the severe famine that accompanied it created more than one million refugees. The Ethiopian government concluded that 'the primary source of famine was not a drought of unprecedented severity, but a combination of bad land use and steadily increasing human and stock populations over decades.' It is chilling to note that today 90,000 square km of Ethiopian farmland is losing one billion tons of soil per year due to erosion.

As long as dense populations inhabit the world's industrial zones, the potential for more environmental refugees fleeing from contaminated air, food and water will exist. Chernobyl in the former USSR, Bhopal in India, and Seveso in Italy, were industrial accidents that forced people to move from the vicinity of the disaster. Some of the displaced people have still not gone home, indeed never will; their lives have been shattered, forcing them to rebuild as best they can.

As the world's population will at least double in the next century, the people most vulnerable to environmental catastrophe may have nowhere to go. Already, a UN report predicts that by the year 2000, 77 percent of Latin America's population, 4 percent of Africa's and 35 percent of Asia's will be urbanized. The pressure on cities is already great, creating slums and overcrowded unsanitary conditions. The urban sprawl will also use up arable cropland.

An example of urban degradation may be found in Haiti, which suffers from the world's

handout 5.4a

worst erosion, where declining land productivity has sent many people into Haiti's capital city. The population of Port-au-Prince has doubled in the last 10 years, and half a million people live in crowded slums. In addition, one- sixth of the population (one million people) fled to the United States where they sought asylum. Many of them fled in boats, emulating the hapless Vietnamese "boat people."

While political considerations were paramount in the search by the Vietnamese for a new home, there was another pressing reason that led to their exodus. The massive bombing, and chemical and mechanical destruction of their forests during the war, made the land barren and the people sick.

A 1985 UNEP report on the environmental refugees concluded that a study of the inland forests of South Vietnam established that the wartime herbicidal damage of more than a decade ago was still much in evidence.

Nuclear weapons testing in the Pacific has also forced people out of the small islands and atolls, as high radiation levels threaten their habitat. The conflict in El Salvador, concludes the US Agency for International Development, is the cause of "fundamental environmental problems stemming from the resource distribution in an over-crowded land...almost complete deforestation, massive soil erosion and infertility, siltation threatening hydro-power developments, and the large scale extinction of flora and fauna." (*Our Planet*, 1992)

QUESTIONS

1. On another piece of paper, write down how the situation the article is describing would affect your continent.
2. How would the situation affect your resource?
3. Global warming is considered to be the reason why there are and why there will be many environmental refugees. List what you think global warming is caused by.
4. Remember the resource maps and in particular the number of CO2 and CFC emissions by continent. Who are the countries that are more responsible for global warming?
5. Is the source of CO2 and CFC emissions the same in all the countries represented? If they are different, how?
6. It was mentioned in the article that by the year 2000 "the people most vulnerable to environmental catastrophe will have nowhere to go." Would they be going to or leaving your continent? Why?
7. How would this movement affect your population and resources?
8. Can you think of examples of this already?

In class tomorrow, we will be simulating the UNEP-sponsored Conference on the Environment and Development (UNCED), otherwise known as Earth Summit. You, as representative expert in your field will meet with other experts in your field to discuss topics related to this article and to consider a document that will provide a guideline for the future.

handout 5.4b

IF WE COOPERATE, WE CAN SUCCEED

> **We who inhabit the Earth have to forge a contract with our environment which will be morally, ecologically and economically sustainable. Only if the world acts as a family, respectful of its diversity, will we ensure a healthy future in a healthy environment for our children to inherit.**
>
> —Under-Secretary-General Elizabeth Dowdeswell, UNEP Executive Director

AGENDA 21

1. Preamble

Section One: Social and Economic Dimensions

2. International Cooperation and Trade
3. Combating Poverty
4. Changing Consumption Patterns
5. Population and Sustainability
6. Protecting Human Health
7. Sustainable Human Settlements
8. Integrating Decision-making

Section Two: Conservation and Management of Natural Resources

9. Protecting the Atmosphere
10. Sustainable Land Management
11. Combating Deforestation
12. Combating Desertification and Drought
13. Sustainable Mountain Development
14. Sustainable Agriculture and Rural Development
15. Conservation of Biological Diversity
16. Management of Biotechnology
17. Protecting and Managing the Oceans
18. Protecting and Managing Fresh Water
19. Safe Use of Toxic Chemicals
20. Management of Hazardous Wastes
21. Management of Solid Waste and Sewage
22. Managing Radioactive Waste

Section Three: Strengthening the Role of Major Groups

23. Preamble
24. Women in Sustainable Development
25. Children and Youth in Sustainable Development
26. Strengthening the Role of Indigenous People
27. Partnerships with NGOs
28. The Role of Local Authorities
29. The Role of Workers and Trade Unions
30. Business and Technology
31. The Role of Science and Technology
32. The Role of Farmers

Section Four: Means of Implementation

33. Financing Sustainable Development
34. Technology Transfer
35. Science for Sustainable Development
36. Education, Training and Public Awareness
37. Capacity Building for Sustainable Development
38. International Institutions for Sustainable Development
39. Revision of International Laws
40. Information for Decision-making

ANALYZING AGENDA 21

My continent's three main concerns:

1.

2

3

The articles from Agenda 21 most relevant:
1.

2.

3.

My continent's actions:

1.

2.

3.

4.

5.

My resource group's three concerns:

1.

2.

3.

My resource group's actions:

1.

2.

3.

4.

5.

© SPICE

handout 5.4d

For the Trees

Forests worldwide are now threatened by uncontrolled exploitation by human beings. They are being turned into farms or destroyed for timber and other uses.

–Agenda 21, Chapter 11

Agenda 21 says:

- Plant new forests.
- Practical knowledge on the state of forests is needed: planners often lack even basic information on size and types of trees in forests.
- Further research is needed into forest products like wood, fruits, nuts, dyes, medicines, gums, etc.
- Replant damaged areas of woodland.
- Breed trees that are more resistant to environmental pressures.
- Local business people should be encouraged to set up small forest enterprises.
- Limit and aim to stop slash-and-burn farming methods.
- Keep wood waste to a minimum. Find ways of using trees that have been burnt or thrown out.
- Increase tree planting in urban areas.

What the UNEP is doing

- In 1978, UNEP, FAO and UNESCO published a state-of-the-art report on how to evaluate forest resources. After pilot projects in Togo, Benin, and Cameroon, UNEP and FAO embarked on a Tropical Forest Resource Assessment, which was published in 1981.
- Between 1979 and 1985, a Tropical Forest Action Plan (TFAP) was developed, with contributions from FAO, UNEP, UNDP, the World Bank, and the World Resources Institute (WRI). It provides the framework for environmental management and sustainable forest development at national, regional and global levels. So far, 81 countries have adopted the TFAP, FAO coordinates its implementation, with UNEP's collaboration.
- Ecological considerations have been firmly embedded in the aims and activities of the International Tropical Timber Organization (ITTO), thanks to the efforts of UNEP, IUCN, WWF and other NGOs. The ITTO was established in 1987 at Yokohama, Japan, to implement the International Tropical Timber Agreement, which came into force in 1985, under the auspices of UNCTAD. Through it, timber-producing and timber-consuming countries work together towards sustainable management of tropical forests.
- To improve decision-makers' perception of the true importance of forests, UNEP, the University of Minnesota, FAO and the World Bank are preparing a practical manual on the assessment of forest value.

BEST COPY AVAILABLE

FOR THE PLANTS AND THE ANIMALS

Biological resources feed and clothe us, provide us with housing, medicines, and spiritual nourishment. The loss of biodiversity continues at a faster rate as a result of human activity.

—Agenda 21, Chapter 15

Agenda 21 says:

SAVE IT! In order to do that, governments have to:

- Create a world information resource for biodiversity.
- Protect biodiversity. This should be a part of all government plans on environment and development.
- Offer indigenous peoples the chance to contribute to biodiversity conservation.
- Make sure that poor countries share equally in the commercial exploitation of their products and experience.
- Protect and repair damaged habitats; conserve endangered species.
- Assess every big project—dams, roads, etc.—for its environmental impact.
- Discourage trade in animals and animal products such as: elephants, parrots, and large reptiles, furs, ivory, and boots and handbags made from skins.

What the UNEP is doing

- In 1980, UNEP, IUCN, and WWF launched the World Conservation Strategy (WCS)—which linked living resource conservation with sustainable development. It has been used by more than 50 countries as the basis for national conservation strategy.
- UNEP supports the World Conservation Monitoring Center (WCMC), which assesses the distribution and abundance of the world's species. Action plans for African elephants and rhinos, Asian elephants and rhinos, primates, cats and polar bears have been published by UNEP and IUCN.
- UNEP also supports the International Board of Plant Genetic Resources (IBPGR), which has established a network of gene banks in 30 countries to house the world's 40 base collections. More than 100 countries collaborate and more than 500,000 plant species have been collected, evaluated and deposited.
- UNEP provides the secretariat for the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES), which entered into force in 1975 and prohibits or regulates trade in some 20,000 endangered species. UNEP also provides the secretariat for the Convention on the Conservation of Migratory Species of Wild Animals (CMS), which came into force in 1983.
- In June 1992, the Convention on Biological Diversity was signed during UNCED in Rio de Janeiro. The convention was prepared by an Intergovernmental Negotiating Committee, set up by UNEP's Governing Council and assisted by UNEP, FAO, UNESCO, and IUCN. Its main aims are to conserve biological diversity and to ensure that its benefits to humankind are shared equitably.

©SPICE

FOR THE WATER AND THE ENCROACHING DESERT

The results of drought and desertification include poverty and starvation. About three million people died in the mid-1980s because of drought in Africa south of the Sahara.

–Agenda 21, Chapter 12

Agenda 21 says:

- Increase knowledge of mountain and desert ecosystems by having a world information center, and identify areas most at risk from floods, soil erosion, etc.
- Give farmers environmental education.
- Prevent desertification by not polluting soil, by using land soundly, and by planting of trees that retain water and soil quality.
- Pass laws to protect endangered areas.
- Make plans to ensure that potential drought victims survive.

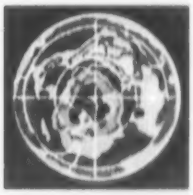
What the UNEP is doing

- Since the United Nations Conference on Desertification in 1977, UNEP has had wide ranging responsibilities for combating desertification—coordinating the work of the UN agencies; mapping degraded land with FAO and other agencies; establishing regional networks on desertification; helping governments to draw up national plans of action; formulating pilot projects; training professionals and technicians from countries at risk; running grassroots information campaigns; and creating technical information data bases.
- In particular, a joint venture between UNEP, UNDP and the UN Sudano-Sahelian Office has been helping 22 Sudano-Sahelian countries to fight desertification. In spite of these efforts, the implementation of the Plan of Action to Combat Desertification has been slow. Institutional, administrative, technical and financial factors are all involved in this delay.
- UNEP promotes a comprehensive approach to the management of water resources, especially shared river basins, lakes and aquifers. Its programme for the Environmentally Sound Management of Inland Waters (EMINWA), launched in 1986, helps governments to integrate environmental considerations into their inland water policies. It aims to reconcile conflicting interests and to ensure the regional development of water resources in harmony with the environment.
- EMINWA's first project involved the eight countries of the Zambezi River Basin—Angola, Botswana, Malawi, Mozambique, Namibia, Tazania, Zambia and Zimbabwe. The 1987 Zambezi Action Plan calls for a unified system of monitoring, assessment and development of the river basin. Its priorities include the provision of drinking water and sanitation; the conservation of soil, wildlife, forest and genetic diversity; and water quality control. Plans are also being prepared for the Lake Chad Basin, the Aral Sea in Central Asia, the river basins of the Nile, the Danube, and the Orinoco (Venezuela), and for Lake Titicaca (Peru).

BEST COPY AVAILABLE

handout 5.4g

FOR THE ATMOSPHERE



Governments must get greater energy efficiency out of existing power stations and develop new, renewable energy sources such as solar, wind, hydroelectric, ocean, and human power.

–Agenda 21, Chapter 9

Agenda 21 says:

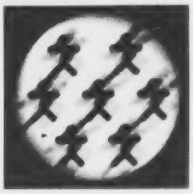
- Promote energy efficiency standards.
- Tax industries in ways that encourage the use of clean, safe technologies.
- Improve substitutes for CFCs and other ozone-depleting substances.
- Get all these technologiestransferred to poor countries.
- Deal with acid rain that floats across frontiers by regularly exchanging information, training experts, and applying international standards of pollution control.
- Reduce consumption; use less energy.
- Eco-label less harmful products.
- Make eco-friendly products cheaper by taxing eco-harmful ones.
- Tax industry that pollutes or spoils limited natural resources; support eco-friendly industry.
- Develop sources of renewable energy.
- Help developing countries in building their economies based on utilizing renewable sources of energy.

What the UNEP is doing

- Expert groups convened by UNEP, with the World Meteorological Organization (WMO), the scientific community and industry, led to the development of the Vienna Convention for the Protection of the Ozone Layer, which was adopted in March, 1985.
- The convention was designed so that protocols requiring specific control measures could be added. In September 1987, the Montreal Protocol on Substances that Deplete the Ozone Layer was signed, setting limits for the production and consumption of CFCs and halons.
- The Montreal Protocol came into force on January 1, 1989, and was amended in London, June, 1990 after research showed that ozone depletion was even more severe than previously feared. CFCs, halons, and carbon tetrachloride are now to be phased out by the year 2000 and a timetable has been set for phasing out other harmful substances. A multilateral fund, involving UNEP, UNDP and the World Bank, was established to help developing countries meet the costs of complying with the revised protocol and provide for the necessary transfer of technology.
- In 1990, the second World Climate Conference was organized by UNEP, WMO, UNESCO, FAO an ICSU. It reviewed the work of the IPCC and concluded that "...technically feasible and cost-effective opportunities exist to reduce carbon dioxide emissions in all countries." It urged nations and regions to "take steps towards reducing sources and increasing sinks of greenhouse gases," and called for a global convention on climate change.

©SPICE

FOR THE HUMANS



Sound development is not possible without a healthy population but the lack of development makes many health problems far worse. The overall goal is Health for All in the year 2000.

–Agenda 21, chapter 5

Agenda 21 says:

Health for all by the year 2000 requires that we:

- Eliminate guinea worm disease, polio, river blindness, and leprosy completely.
- Reduce and control tuberculosis and measles, and cut childhood deaths due to diarrhea by 50-70%.
- Protect mothers. Provide them with the means to choose the number and spacing of their babies; allow them to breast-feed their babies for the first 4 months of life.
- Immunize all children; protect them from sexual and workplace exploitation.
- Use effective traditional knowledge in national health care systems.
- Identify environmental health hazards and take steps to reduce them.
- Coordinate national efforts to control the spread of the HIV "AIDS" virus.
- Put anti-malaria programmes in place everywhere malaria is still a problem.
- Establish standards for industrial hygiene, use of pesticides, maximum permitted safe noise and exposure levels to ultraviolet radiation.
- Protect vulnerable groups, particularly the elderly and disabled population.

What UNEP is doing

- Most of UNEP's work has some impact on human health; from the fight against land degradation, through health-related monitoring, to its programmes on chemical, pest and vector control, and water management.
- Through the International Programme on Chemical Safety (IPCS), UNEP, WHO and the ILO cooperate closely on assessments of the risks posed by toxic chemicals to health and the environment.
- UNEP, FAO, and WHO promote environmental means of controlling the vectors of malaria, schistosomiasis, and sleeping sickness, through the joint Panel of Experts on Environmental Management for Vector Control (PEEM). The three UN bodies also work together on the assessment, monitoring, and control of mycotoxins, released by fungi into poorly stored food.
- Several monitoring activities are related to health. Of particular importance is the Human Exposure Assessment Locations Programme (HEALs), set up by WHO/UNEP to monitor total human exposure to pollutants. The results should enable countries to assess the combined risk from air, food, and water pollutants and to take appropriate action.

BEST COPY AVAILABLE

Lesson Six

WHAT IS PEACE?

> And is not peace, in the last analysis, basically a matter of human rights—the right to live out our lives without fear of devastation, the right to breathe air as nature provided it, the right of future generations to a healthy existence.
> —John F. Kennedy

Introduction

An Agenda for Peace: The Role of the United Nations has presented some of the activities of the United Nations to achieve peace in the world—from the Blue Helmets standing between warring armies to the Earth Summit where nations struggled with how to achieve environmental peace. Peace is not simply the absence of war, but a far more complex concept—which depending on social, spiritual, and political inclinations—shifts its shape.

In this final lesson, the students will explore other ideas of peace by first researching Nobel Peace Prize Laureates. Then the students will have the opportunity to synthesize the learning acquired in this unit on the United Nations by writing an essay on the future role of the United Nations. The students then present their research on the laureates and their views on the role of the United Nations in a panel discussion. And finally to give closure to the unit, the students will prepare presentations for a Gallery of Peace where they will exhibit their definitions and expressions of how to achieve peace.

Materials

Activity One: Nobel Peace Prize Laureates

- Handout 6.1, *Nobel Peace Prize Laureates*, one for each group or student (See Appendix 7, *Nobel Peace Prize Laureates*, for a complete list)

Activity Two: The Future Role of the United Nations

- Handout 6.2, *The Future Role of the United Nations Essay*, one for each student

Activity Three: Visions of Peace Panel

- Teacher Guide 6.3, *Visions of Peace Nametags*

Activity Four: Gallery of Peace

- Handout 6.4, *What Is Peace?*
- Art materials such as paper, paints and markers, magazines, etc.

Suggested Time

Activity One: One to two nights
Activity Two: One to two nights
Activity Three: One to two class periods
Activity Four: One class period

BEST COPY AVAILABLE

ACTIVITY ONE: NOBEL PEACE PRIZE LAUREATES

Teacher Preparation

1. Divide the class into eight groups—each group will be responsible for one of the Nobel Peace Prize Laureates. Only eight were selected for this lesson, but if you have more students or wish to exchange one of the ones presented in this lesson for someone else, Appendix 7, *Nobel Peace Prize Laureates*, contains a list of all the laureates. An alternative to the structure suggested here is to have each student research a different laureate. Then for the Visions of Peace Panel Discussion, have groups of four to five discuss the future role of the United Nations among themselves.

2. Make copies of Handout 6.1, *Nobel Peace Prize Laureates*, and cut them up.

3. Coordinate with the school librarian to set up time for the groups to research their person or group. A list of books for each of the laureates is included. If these books are available, have them in the classroom for the students to read.

Suggested Procedure

1. Ask the students if they have heard of the Nobel Peace Prize. Explain to the students that Alfred Nobel was the inventor of dynamite who when he died left his fortune to a fund that would award those who had given the world "the greatest benefit." Each year five prizes are given: three in science, one in literature, and the last one to the person who did the most to promote peace in the world.

2. Explain to the students that they will be researching a Nobel Peace Prize Laureate. They should read newspaper articles, biographies/autobiographies, and/or interviews. They should try to find out as much as possible about this person or group. Emphasize that they should try to find out what is/was the laureate's definition of peace. What did they do to achieve peace? Distribute the Nobel Peace Prize Laureate cards to each group.

3. Tell the students how much time they will have to research the laureate. Designate a day for the panel discussion and tell the students that they should be prepared for that day.

ACTIVITY TWO: THE FUTURE ROLE OF THE UNITED NATIONS

Teacher Preparation

1. Make copies of Handout 6.2, *The Future Role of the United Nations Essay*, for each student in the class.

Suggested Procedure

1. Distribute Handout 6.2, *The Future Role of the United Nations Essay*, to each student. Explain to the students that they should use the questions on the handout to write an essay on the future role of the United Nations.

2. Emphasize to the students that they do not have to research the questions for this essay; they should use the learning they have

acquired throughout this unit to create their own opinion on the future role of the United Nations.

3. Inform the students of when the essays will be due. Students should have the essays written by the time of the panel discussion. Ideally, for them to have a "realistic" panel discussion, they should have their ideas and opinions about the role of the United Nations developed.

ACTIVITY THREE: VISIONS OF PEACE PANEL

Teacher Preparation

1. Make copies of Teacher Guide 6.3, *Visions of Peace Nametags*, and cut them up. Additional spaces have been provided for other laureates.

Suggested Procedure

1. Explain to the students that they will have the opportunity to present their research on the Laureate and their views from their essay in a panel discussion. Tell the groups to select one member who will roleplay the Nobel Prize Laureate in a panel discussion. (If each student individually researched a laureate, then have the students break up into groups of four or five.)

2. Invite the Laureates to sit at the front of the classroom. Distribute a nametag to each panelist. Begin by instructing the students that each will roleplay a different laureate. The first part of their presentation on the panel will be to share the research they did on the laureate. The second part will be to express their own personal views on the future role of the United Nations based on their essay. Encourage students that once they have expressed their view, that they should listen to the other panelist and come up with one question for one of the panelists.

3. Give each panelist a turn to ask a question of another panelist. Encourage the students to have a discussion on the future role of the United Nations. Do they agree or disagree with their colleagues? Why or why not? Given what they have learned about the United Nations' actions to achieve peace up to the present, how do they think the United Nations should work towards peace in the future?

4. When you determine that the discussion has reached a good point to end, thank the panelists. Debrief both the research of the Nobel Peace Laureates and the panel discussion with the following questions:

   - What were some of the different definitions of peace? How did these differ?
   - How did these people attempt to achieve their goal of promoting peace?

ACTIVITY FOUR: GALLERY OF PEACE

Teacher Preparation

1. Make copies of Handout 6.4, *What Is Peace?*, for each student in the class.

2. Have art materials—paper of all kinds, paints, markers, magazines—available for the students to create their exhibit.

Suggested Procedure

1. Explain to the students that they will have the opportunity to express their definitions of peace in a Gallery of Peace.

2. Distribute a copy of Handout 6.4, *What Is Peace?* to each student. Inform them that they should work individually to think about their own definition of peace. Explain to them that their homework assignment is to create their own definition of peace using this handout as a guide.

Next Day

3. The next day inform the students that they will have 30 to 40 minutes to work on a poster, a poem, or some other creative way to express their definitions of peace.

4. If the students need more time, encourage them to take their work home.

5. Have the students present their creations of peace.

6. Debrief the activity with the following questions:

   - How difficult was it to create your own definition of peace? Why do you think this is difficult?

7. Congratulate the students on their creativity.

© SPICE

NOBEL PEACE PRIZE LAUREATES

OSCAR ARIAS SÁNCHEZ, 1987
COSTA RICA

"Peace is a never-ending process, the work of many decisions by many people in many countries. It is an attitude, a way of life, a way of solving problems and resolving conflicts. It cannot be forced on the smallest nation or enforced by the largest. It cannot ignore our differences or overlook our common interests. It requires us to work and live together.

Peace is not only a matter of noble words and Nobel lectures. We have ample words, inscribed in the charters of the United Nations, the World Court, the Organization of American States and a network of international treaties and laws. We need deeds that will respect those words, honor those commitments, abide by those laws. We need to strengthen our institutions of peace like the United Nations, making certain they are fully used by the weak as well as the strong.

We seek in Central America not peace alone, not peace to be followed someday by political progress, but peace and democracy, together, indivisible, an end to the shedding of human blood, which is inseparable from an end to the suppression of human rights." (*New York Times*, 1987)

RIGOBERTA MENCHÚ, 1992
GUATEMALA

"Internal conflicts erupt form very deep causes. It is important to work so that armed conflict never exists. But armed internal conflict is the culmination of processes that incubate over long years of history. That is what happened here in Guatemala. If the origins of conflict are not resolved, parties may sign a peace accord, but how much time will that accord last?" (McConahay, 1993)

"This is my cause…it wasn't born out of something good, it was born out of wretchedness and bitterness. It has been radicalized by the malnutrition which I, as an Indian, have seen and experienced. And by the exploitation and discrimination which I've felt in the flesh. And by the oppression which prevents us performing our ceremonies, and shows no respect for our way of life, the way we are…my commitment knows no boundaries or limits." (Burgos-Debray, 1984)

NORMAN BORLAUG, 1970
UNITED STATES

"Our aim must be to produce enough food to eradicate all present hunger while at the same time striving to correct malnutrition."

".the unsolved social-economic problem of finding effective ways to distribute the needed additional food to the vast underprivileged masses who have little or no purchasing power."

"The Green Revolution has won a temporary success in man's war against hunger and deprivation; it has given man a breathing space. If fully implemented, the revolution can provide sufficient food for sustenance during the next three decades. But the frightening power of human reproduction must also be curbed; otherwise the success of the Green Revolution will be ephemeral only." (Abrams, 1988)

DR. RALPH JOHNSON BUNCHE, 1950
UNITED STATES

"There can be peace and a better life for all men. Given adequate authority and support, the United Nations can ensure this. The decision really rests with the peoples of the world. The United Nations belongs to the people, but it is not yet as close to them, as much a part of their conscious interest, as it must come to be. If the peoples of the world are strong in their resolve, and if they speak through the United Nations, they need never be confronted with the tragic alternatives of war or dishonorable appeasement, death or enslavement.

There are some in the world who are prematurely resigned to the inevitability of war. Among them are the advocates of the so-called 'preventive war,' who, in their resignation to war, wish merely to select their own time for initiating it. To suggest that war can prevent war is a base play on words and a despicable form of war-mongering. The objective of any who sincerely believe in peace clearly must be to exhaust every honorable recourse in the effort to save the peace. The world has had ample evidence that war begets only conditions which beget further war." (Rivlin 1990)

BETTY WILLIAMS , 1976
IRELAND

"The voice of women has a special role and a special soul-force in the struggle for a nonviolent world. We do not wish to replace religious sectarianism, or ideological division with sexism or any kind of militant feminism. But we do believe. . . that women have a leading role to play in this great struggle."

"To those who say that we are naive, utopian idealists, we say that we are the only realists, and that those who continue to support militarism in our time are supporting the progress towards total self-destruction of the human race, when the only right and left, will be dead to the right and dead to the left, and death and destruction right, left, and center, east and west, north and south." (Abrams, 1988)

ARCHBISHOP DESMOND MPILO TUTU, 1984
UNION OF SOUTH AFRICA

"There is no peace in Southern Africa. There is no peace because there is no justice. There can be no real peace and security until there is first justice enjoyed by all the inhabitants of that beautiful land.

Because there is global insecurity, nations are engaged in a mad arms race, spending billions of dollars wastefully on instruments of destruction, when millions are starving. And yet, just a fraction of what is expended so obscenely on defense budgets would make the difference in enabling God's children to fill their stomachs, be educated, and given the chance to lead fulfilled and happy lives. We have the capacity to feed ourselves several times over, but we are daily haunted by the spectacle of the gaunt dregs of humanity shuffling along in endless queues, with bowls to collect what the charity of the world has provided, too little too late." (Wells, 1986)

MIKHAIL S. GORBACHEV, 1990
SOVIET UNION

"Today peace means an ascent from mere coexistence to cooperation and common creative endeavor among countries and nations. Peace is movement toward globality and universality of civilization. Never before has the idea that peace is indivisible been as true as it is now.

Peace is not unity in similarity, but unity in diversity, in the juxtaposing and reconciling of differences. And ideally peace means the absence of violence, an ethical value.

As for the foreign policy aspect, there was the East-West confrontation, a rigid division into friends and foes, two hostile camps with a corresponding set of cold war attributes. Both East and West were constrained by the logic of military confrontation and were wearing themselves down ever more by the arms race. The mere thought of dismantling existing structures did not come easily. However, the realization that we faced, domestically and internationally, inevitable disaster gave us the strength to make a historic choice, a choice I have never since regretted.

Perestroika, which once again is returning our people to common sense, has enabled us to open up to the world, and has restored a normal relationship between the internal development of the country and its foreign policy." (*New York Times*, 1990)

THE FUTURE ROLE OF THE UNITED NATIONS—ESSAY

Write an essay describing your beliefs on what should be the future role of the United Nations. Try to incorporate the knowledge you have gained in this unit on the different kinds of activities of the United Nations to achieve peace. Think about how the United Nations should improve its role as a peacemaker and peacebuilder in the world. Use the following questions to guide your essay. REMEMBER, this is not a research paper; this essay should reflect your ideas and opinions on the topic.

- What should the role of the United Nations be in the next fifty years?
- How can an international organization such as the United Nations better secure and maintain peace?
- What advice would you give the leaders of the United Nations to strengthen its role as a peacekeeper, peacemaker, and peacebuilder?

The following space can be used to outline your essay.

VISIONS OF PEACE NAMETAGS

✂

Oscar Arias Sánchez	Rigoberta Menchú
Norman Borlaug	Dr. Ralph J. Bunche
Betty Williams	Archbishop Desmond Tutu
Mikhail S. Gorbachev	

© SPICE

WHAT IS PEACE?

Describe a time when you have experienced peace.

How did you react? What were your thoughts, actions, and ideas?

Describe how this time was peaceful.

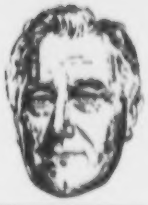
handout 6.4

WHAT IS PEACE?

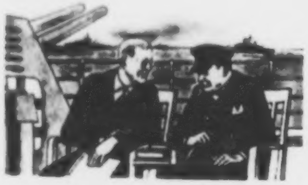
Write your own definition of peace.

Attempt to draw what peace is using symbols, designs, or abstract shapes.

Franklin Delano Roosevelt



ATLANTIC CHARTER

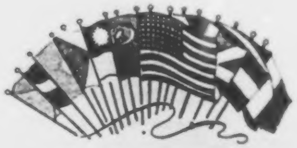


In August 1941, President Roosevelt and Prime Minister Churchill set down the principles on which the United Nations were founded:

1. No territorial aggrandizement.
2. No territorial changes not in accord with the freely expressed wishes of the people concerned.
3. The right of all peoples to choose their own form of government.
4. Equal access to all world trade and raw materials.
5. International economic collaboration; improved labor standards.
6. Freedom from fear and want.
7. Freedom of the seas and oceans.
8. Permanent security.

UNITED NATIONS DECLARATION

On January 1, 1942, twenty-six nations declared their allegiance to the principles of the Atlantic Charter. With this first joint statement, the United Nations Alliance was formed. Each United Nation pledged itself to employ its full military and economic resources against the Axis, and to make no separate peace with the enemy.



CASABLANCA

January 1942. Roosevelt and Churchill planned the invasion of Italy.

QUEBEC

August 1943. The leaders met to plan the strategy against Japan.

WHILE UNITED NATIONS LEADERS WERE MA
AND LAYING THE GROUNDWORK FOR AN IN
A SERIES OF SMALLER UNITED NATIONS
VARIOUS SOCIAL AND ECONOMIC PROBLEM

CONFERENCE ON FOOD & AGRICULTURE
June 1943

COMMISSION ON WAR CRIMINALS
June 1943

ALLIED EDUCATION CONFERENCE
June 1943

RELIEF
HABILIT
Nov.

MOSCOW

November 1943. The US, Britain, USSR and China pledged prosecution of the war, stated the need for an international security organization.

De
Thr
tim

US
dis
aga

BEST COPY AVAILABLE

BUILDING THE UNIT

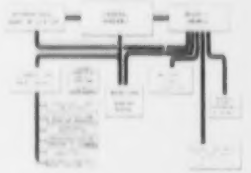
Architect of the United Nations

KING THE MILITARY DECISIONS
TERNATIONAL ORGANIZATION,
CONFERENCES WERE HELD ON
S.

, RE-
ATION
943

MONETARY &
FINANCIAL
CONFERENCE
July 1944

DUMBARTON OAKS

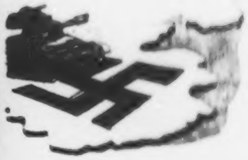


Concrete Proposals for an international organization, dedicated to peace and world progress, released on October 9, 1944.

INTERNAT'L
AVIATION
CONFERENCE
Nov. 1944

UNITED NATIONS CONFERENCE ON INTERNATIONAL ORGANIZATION

San Francisco, April 1945. The United Nations, now grown to represent 80% of the world's population, meet to discuss the Dumbarton Oaks proposals, and form an international organization -- to be known as "The United Nations" -- to promote permanent peace and security.



TEHERAN

cember 1943. The "Big ee" planned scope and ing of military operations

CAIRO

. Britain, and China cussed future operations inst Japan.

QUEBEC

September 1944. Roosevelt and Churchill made another step in the military planning of the war against Germany and Japan.

YALTA

February 1945. "Big Three" made plans to attain and enforce the unconditional surrender of the enemy. San Francisco Conference was agreed upon.

TO FINAL VICTORY
TO LASTING PEACE

BEST COPY AVAILABLE

ED NATIONS

APPENDICES

MILESTONES IN UNITED NATIONS HISTORY

June 26, 1945	United Nations Charter signed in San Francisco
October 24, 1945	United Nations is created as Charter comes into force; in 1947, the General Assembly officially designated 24 October as "United Nations Day"
1946	UNICEF created as a temporary relief organization to meet the needs of children in Europe whose lives had been devastated by World War II
1948	General Assembly adopts Universal Declaration of Human Rights without opposition
1953	General Assembly votes to extend the role of UNICEF into a permanent Specialized Agency to promote the rights of children
1954	UN High Commissioner for Refugees wins first of two Nobel Peace Prizes, for its work with European refugees
1956	First Emergency Special Session of the General Assembly meets on the Suez Canal crisis, establishing the first peacekeeping force, the UN Emergency Force I (UNEF I)
1960	17 newly independent states, 16 of them African, join the United Nations, the biggest increase in membership in any one year
1965	UNICEF, the United Nations Children's Fund, is awarded the Nobel Peace Prize
1967	Following the Six-Day War, the Security Council adopts resolution 242, the basis for future negotiations aimed at achieving peace in the Middle East
1969	International Labour Organisation (ILO) is awarded the Nobel Peace Prize
1981	UN High Commissioner for Refugees is awarded the Nobel Peace Prize for the second time, for its assistance to Asian refugees
1988	UN Peacekeeping soldiers awarded the Nobel Peace Prize at the time there were seven peacekeeping or observer missions in operation
1989	UN Transition Assistance Group (UNTAG) is deployed throughout Namibia to monitor South Africa's withdrawal and provide electoral assistance
	UNICEF passes the Convention on the Rights of the Child by consensus; document passes through the General Assembly as well
1990	UNICEF holds World Summit for Children, attracting leaders from 71 nations.

1991	Agreement signed at UN Headquarters between the government of El Salvador and the FMLN, using the "good offices" of the Secretary-General; leads to a ceasefire and peace accord
1992	First ever Security Council Summit, with leaders from all 15 members in attendance, is held in New York, leading to the Secretary-General's report, *An Agenda for Peace*
1992	The UN Conference on Environment and Development, the "Earth Summit," is held in Rio de Janeiro attended by leaders from over 100 countries, the largest intergovernmental gathering in history, resulting in Agenda 21, a plan of action for sustainable development
1993	UN-supervised elections held in Cambodia, resulting in a new government, and the drafting of a new constitution, ending nearly 15 years of strife in the war-torn country

GLOSSARY OF TERMS

affirmative: a response in favor
aggrandizement: an increase in power
allegiance: devotion or loyalty to a person, group, or cause
alliance: a formal agreement between nations to support and defend each other
arbitration: the hearing of a conflict by a neutral third party
armistice: a truce agreed upon by opponents
asylum: a place of refuge and protection
ceasefire: an agreement to stop fighting, indefinitely or for a set amount of time
charter: a grant of rights set forth in a document
communism: a social theory that advocates the elimination of private property
conciliatory: willing to be friendly and agreeable
consent: agree to an action or opinion
delegation: a group of persons chosen to represent others
demarcation line: boundary
demobilization: discharge from military service
deployed: placed in battle formation
deployment: moving into the state of being deployed
disarmament: reduction of armed forces
dispute: conflict
economic collaboration: agreement between two parties to support each other economically
enforcement: effective implementation of a plan, often through the use of force
fascist: a person who finds the country more important than the individual
genocide: the deliberate and systematic destruction of an entire racial, political, or cultural group
guerrilla warfare: irregular warfare
human rights: privileges to which all humans are entitled
inquiry: a request for information
"ipso facto": by nature
judicial settlement: the resolution of a conflict ordered in a court of law
jurisdiction: the limits within which authority may be exercised
League of Nations: precursor to the United Nations
mandate: an authoritative command
massacre: an act of complete destruction: cruel killing of a large number of helpless people
mediation: intervention between conflicting parties to promote a settlement
mediator: one who intervenes between conflicting parties to promote a settlement
monitor: a person or thing that warns or instructs

211

BEST COPY AVAILABLE

nationalism: loyalty and devotion to a nation
nationality: membership in a particular nation
negotiation: process of talking to another to arrive at the settlement of a conflict
oppression: unjust exercise of authority
penal: relating to or involving punishment
persecution: the act of harassing in a manner designed to cause suffering
plenary: fully attended by all entitled to be present
polling: the recording of votes of a body of people
preamble: an introductory statement
principles: rules or codes of conduct
refugee: one who flees, often to a foreign country, in order to escape persecution
regime: the government in power
representative: one who stands for another through delegated authority
resolution: a formal expression of opinion or will voted upon by an official group
royalist: follower of a king or monarchy
security: freedom from danger
self-determination: ability of the people of an area to determine their political future
servitude: a condition under which one lacks the ability to be free
social justice: fair treatment for the members of a community or group
sovereign: autonomous, free to make political decisions without interference from others
tribunal: a court or a forum of justice
trusteeship: supervisory control by one or more countries over a trust territory
unanimity: the state of having agreement by all
veto: the power to forbid the carrying out of action suggested by another group

Optional Activity

BLUE HELMETS: THE STORY OF UNITED NATIONS PEACEKEEPING

Introduction

In this optional activity, the students view the film *Blue Helmets: The Story of United Nations Peacekeeping*. As they watch the film, the students take notes on the key players, issues, events portrayed in the film. In pairs, students will then select a person, an event, or an issue they will further investigate. The film also provides background information on some of the peacekeeping missions presented in this unit.

Materials

- Film *Blue Helmets: The Story of United Nations Peacekeeping*
- *Blue Helmets: The Story of United Nations Peacekeeping—Teacher Guide*
- *Blue Helmets: The Story of United Nations Peacekeeping—Worksheet*
- *Research Project Handout*

Suggested Time

Viewing Time of the film: 88 minutes
Research Project can be determined by the teacher
Research Presentations, 10-15 minute per pair

Teacher Preparation

1. Make a copy of *Blue Helmets: The Story of United Nations Peacekeeping—Worksheet* and the *Research Project Handout* for each student in the class.
2. Pair up the students for the research projects ahead of time. You can have these pairs posted before the movie starts so that the students can discuss how they will be taking notes. The Teacher Guide lists all the people, issues, and events presented in the film.
3. A list of other films and videos is included in Appendix 8.

Suggested Procedure

1. Explain to the students that they will be viewing the film *Blue Helmets: The Story of United Nations Peacekeeping*. Tell the students that this film examines the role of the United Nations peacekeeping efforts around the world.
2. Tell the students that they will be working in pairs on this project. Distribute copies of the worksheet to the class. Instruct the students to use the worksheets as a guide as they view the film. Tell them to keep notes on the space provided and to use loose-leaf notebook paper if they need more space. Encourage them to take notes not just on the people but on events and places.
3. Run the film.

4. Once the students have finished watching the documentary, explain that they will work together to share their notes, discuss the questions on the *Research Project Handout*, and prepare a presentation of the information they have gathered.

5 Decide what length of time students should take to research. Inform the students of the timeline. Tell the students that they will have to present their findings orally to the class. Set up a schedule for these presentations. Tell the students that the handout contains instructions for their presentations.

BLUE HELMETS: THE STORY OF UNITED NATIONS PEACEKEEPING —TEACHER GUIDE

The following is a list of the key people interviewed or presented in the documentary *Blue Helmets: The Story of United Nations Peacekeeping*. In addition, this guide also includes a list of some of the crucial issues facing the United Nations today and some issues affecting conflict resolution and/or management. Also included is a list of the peacekeeping operations mentioned in the film and events surrounding them.

Key people interviewed or presented in the documentary:

General William Callaghan
Irish Defense Forces
UN Force Commander

Javier Pérez de Cuéllar
UN Secretary-General 1982-1992

Josef Stalin
Soviet Prime Minister

Harry S. Truman
U.S. President

Ambassador Warren Austin
U.S. Representative to the UN
1947-1953

Dr. Ralph Bunche
UN Mediator for Palestine
Noble Peace Prize Recipient

Trygve Lie
UN Secretary-General 1946-1953

Gamal Abdel Nassar
President of the United Arab
Republic

General Indar Jit Rikhye
Indian Armed Forces
Former UN Force Commander

Lt. Colonel John Gardam
Canadian National Defense Force

Joseph Kasavubu
Chief of State of the Congo

Marrack Goulding
UN Under Secretary-General for
Special Political Affairs

Franklin D. Roosevelt
U.S. President

Winston Churchill
British Prime Minister

Sir Brian Urquhart
Former UN Under Secretary-General

Count Folke Bernadotte
UN Mediator for Palestine

Richard C. Hottelot
CBS News Correspondent

Dag Hammarskjöld
UN Secretary-General 1953-1961

Lester Pearson
Former Canadian Delegate to UN

Abba Eban
Former Israeli Delegate to UN

Patrice Lumumba
Prime Minister of the Congo

Dwight D. Eisenhower
U.S. President

Professor Ntajala Nzongola
Howard University

Joseph Mobutu
Commander in the Congo

David Halberstam
Former *NY Times* Correspondent

U Thant
UN Secretary-General 1961-1971

Adlai Stevenson
U.S. Delegate to the UN

Major Scotty Alexander
Canadian National Defense Force

Kurt Waldhiem
UN Secretary-General 1972-1981

Henry Kissinger
U.S. Secretary of State

Colonel Timo Holopainen
Finnish Defense Force
Training Officer

Colonel Don Ethell
Canadian National Defense Force

Keith Beavan
UN Regional Director, Namibia

Cedric Thornberry
UN Director Namibia

Stephen Fanning
UN Civilian Police Chief

Esel Rivero
UN District Director

Martti Ahtisaari
UN Special Representative

Vladimir Petrovsky
Soviet Deputy Foreign Minister

Moise Tshombé
President of Katanga Province

Nikita Khrushchev
Soviet Premier

John F. Kennedy
U.S. President

Charles Lichenstein
Deputy U.S. Representative to the
UN 1981-1984

Major Bill Eastwood
Canadian National Defense Force

Mohamed Anwar el Sadat
President Arab Republic of Egypt

James Jonah
Assistant UN Secretary-General

General Ensio Siilasvuo
Finnish Defense Force
Former UN Force Commander

Zuhdi Terzi
PLO Observer to UN

Lt. Jim Doohan
Irish Defense Force

General Prem Chand
Indian Armed Forces
UN Force Commander

Officer Ralsford Hardie
UN Civilian Police Monitor

Ambassador Donald McHenry
U.S. Representative to UN

Officer Peter Kenny
UN Civilian Police Monitor

John Bolton
U.S. Assistant Secretary of State

Key issues discussed in the documentary:

- Cold War
- Training of soldiers
- Consent of all parties
- Culture of the parties in conflict
- "Might is right."
- Human Rights
- "Pen is better than the gun."
- Permanent UN Army of Peace
- Characteristics of a good peacekeeper
- U Thant's 3 "M"s: Money, Materials and Men
- Balance between peacekeeping and peacemaking
- Self-determination
- How expensive is peacekeeping?
- Use of peacekeeping model in other areas: to deliver relief supplies; to fight against drugs; or to fight against terrorism

Peacekeeping operations and important events presented in the documentary:

- United Nations Iraq-Kuwait Observation Mission (UNIKOM)
- United Nations Good Offices Mission in Afghanistan and Pakistan (UNGOMAP)
- Korean War
- United Nations Emergency Force I (UNEF I)
- United Nations Peacekeeping Force in Cyprus (UNFICYP)
- Yom Kippur War, October 6, 1973
- United Nations Disengagement Observer Force (UNDOF)
- United Nations Transition Assistance Group in Namibia (UNTAG)
- United Nations Truce Supervision Organization (UNTSO)
- Suez Crisis
- United Nations Operation in the Congo (ONUC)
- June 5, 1967 War
- Kilometer 101
- United Nations Interim Force in Lebanon (UNIFIL)

BLUE HELMETS: THE STORY OF UNITED NATIONS PEACEKEEPING —WORKSHEET

As you watch the film *Blue Helmets: The Story of United Nations Peacekeeping,* write down the names of key people, the issues, events and/or peacekeeping operations mentioned in this film. Keep in mind what roles these people played, what function they had within the United Nations, and how they implemented the goal of the United Nations to maintain peace. Also think about how the issues presented in the film impacted on the peacekeeping operation.

RESEARCH PROJECT

Answer the following questions about the film. Use additional sheets of paper if needed.

Describe one thing that impressed you about the role of the United Nations in maintaining peace around the world.

What problems does the United Nations face in its role to maintain peace?

Describe one person in the film that impressed you. How did this person contribute to the United Nations' goal of keeping peace?

Describe one of the missions described in the film. What was the conflict? Who were the participants involved? What was the outcome?

How did the United Nations become involved? What military actions did the United Nations take? What civilian actions did the United Nations take?

Describe something that one of the key people interviewed in the film said about how the functions of United Nations peacekeeping have changed.

What are some of the key issues facing the future of the United Nations?

RESEARCH TASK

Select a person or an event described in the movie. Together investigate all you can about this person or event.

In addition, you will make an oral presentation of this research to the entire class. Think about how you will present the information you have gathered. Be creative with your presentation!

BEST COPY AVAILABLE

ABOUT COOPERATIVE LEARNING AND THE JIGSAW APPROACH

Cooperative learning is an approach to education and a repertoire of teaching strategies based on the philosophy that students can lean more effectively in small groups. The groups and the learning experiences are organized so that 1) students become accountable for one another's learning, and 2) students acquire effective group skills and learning strategies. In cooperatively organized classrooms, it is to everyone's benefit to have everyone succeed. To that end, students learn how to assist each other.

Definition

"Jigsaw" refers to a particular method of cooperative classroom organization and instruction devised and documented by Elliot Aronson and others to enhance academic performance and improve classroom interactions.

In the Jigsaw classroom, students in small groups depend on one another for information needed to learn a topic, complete a task, or solve a problem. Each student in the group becomes an expert on a particular topic, and thus has a different piece of the puzzle (hence the term *jigsaw*). Although each student's information is independently comprehensible, the ultimate learning goal is for everyone in the group to have the whole set of information. It is therefore each group member's task to share his or her piece of information so that all the students know all of the material. In Jigsaw then, students are individually accountable for learning their own material and sharing their information effectively with other groups members.

Group and Teambuilding

The key element of cooperative learning and the Jigsaw approach is the building and fostering of effective groups. Most cooperative groups work best with three to four students. If left on their own, most students will naturally form groups with others from the same cultural, linguistic, and/or socioeconomic background, and with those who have the same interests or are of the same proficiency level and same sex. However, students benefit more when cooperative learning groups are as heterogeneous as possible.

The building of group identity and team spirit is the essence of successful cooperative group work and is a long-term process. Students' awareness of their individual responsibilities and accountabilities in a group situation needs to be built up over a period of time.

The Jigsaw Classroom

The Jigsaw classroom consists of two types of groups: the *Jigsaw Group*, and the *Expert Group*. Once students have been assigned to Jigsaw groups, they are each assigned to a letter (A,B,C,D). Students are then given the corresponding reading texts/tasks (marked A,B,C,D). Students assigned to the same letter and text/task, for example A, become experts on the A-material for their group. The experts then form their own group.

In the expert groups, students work together on the same text/task, following the instructions and discussing and rehearsing the material for their individual Jigsaw group presentation.

© SPICE

When all students working in the expert groups feel they know their material and are ready to share it, they return to their respective Jigsaw groups. Each student—A,B,C,D—then tells the other Jigsaw group members about the content of his or her text, consulting the text for details only. The students compare and check their information with one another and exchange any opinions in an attempt to reach a solution of a problem or the accomplishment of a specific task. At the end of the discussion, each group reports and presents its results to the class.

The Role of the Teacher

In the Jigsaw classroom, the role of the teacher changes significantly from agent of control and disseminator of all knowledge to catalyst and advisor. Once the teacher has formed heterogeneous groups, spotted inequities, and made adjustments, the students assume control of the activity. The teacher is then free to offer assistance and individual attention to those students in need of it. In particular, the teacher constantly needs to reinforce cooperative skills and manage possible conflicts by offering suggestions for their solutions .

FOR MORE INFORMATION

- *Our Planet: The Magazine of the United Nations Environment Programme.* Bimonthly magazine of the UNEP.
  P.O. Box 30552
  Nairobi, Kenya
  Telephone: (24542) 230 800 or 520 600
  Fax: 226 831.
  Subscription free

- *Battle for the Elephants.* Iain and Oria Douglas-Hamilton, Doubleday, London.
  A true-life story of the extraordinary crusade of the Douglas-Hamilton's on behalf of the African elephant.

- *Ferngully—The Last Rainforest.* An animated film produced by 20th Century Fox with the voices of Robin Williams, Jessica Tandy, Michael J. Fox, Madonna, Senead O'Connor, Sting, and Peter Gabriel.

- For a plain language edition of *Agenda 21: Agenda for Change*, 70 pages, with two to three page summaries of each chapter, plus charts and diagrams, write the Centre for Our Common Future, 52 rue de Paquis, 1201 GENEVA, Switzerland.

- *Rescue Mission—Planet Earth by Children of the World*, Kingfisher Books: London, 1994.
  To obtain a copy, write the Rescue Mission Headquarters, Peace Child International Centre, The White House, Buntingford, England, SG9 9AH; or Rescue Mission USA 11426-28 Rockville Pike, Suite 100, Rockville, MD 20852 USA.

- *Great Decisions* by the Foreign Policy Association contains articles on topics such as the United Nations, peace in the Middle East, and the environment. For more information, write to:
  Foreign Policy Association
  729 Seventh Avenue
  New York, NY 10019
  1-800-5754

GLOSSARY OF ENVIRONMENTAL TERMS

acid rain: created when bases such as sulfur dioxide, emitted by industry and automobiles, rise in the atmosphere and mix with water to form dilute acid, which then falls as rain or snow

aerosols: contain chlorofluorocarbons that deplete the ozone layer

biodegradable: substances that break down easily into simpler components, usually by microbes, thus naturally recyclable

biodiversity: short for biological diversity: a word to describe all the plants and animals that exist in nature, the totality of genes, species, and ecosystems in a region or the world

CFCs: abbreviation for chlorofluorocarbons, chemicals that attack and destroy the ozone layer

deforestation: process of clearing land of trees by drought, fire, or by converting the land for other uses such as human settlements, agriculture, grazing, and logging

desertification: process whereby land that was covered by vegetation is converted to desert; a term used to describe land that has become desert because of deforestation, overgrazing of animals, and overfarming

developed country: a country that has undergone an industrial revolution

developing country: a country that has not undergone an industrial revolution and is considered to have an economy that is agriculturally based

endangered species: a species of plant or animal that is at risk of disappearing from either all or a significant part of its natural range

endemic: refers to something that can be found only in one place on the planet

erosion: the wearing away of land or rock by wind, water, or other physical means

global warming: general description of the problem of pollution in the atmosphere which, when the Earth's heat is trapped by the atmosphere, causes the Earth's surface to warm up

greenhouse effect: the effect of global warming on the environment: the melting of the polar ice caps and a change in weather patterns that would result in a rise in sea levels which would lead to the flooding of islands, coastal areas, and present prime agricultural lands; due to the combustion of fossil fuels and deforestation

hazardous waste: dangerous garbage

herbicides: chemicals that kill plants, specifically weeds; have been found in toxic levels in food chain

indigenous people: native people who have lived in the same place for hundreds or thousands of years, such as the Native Americans of North America

industrialized: a country that has gone through an industrial revolution, developing from a primarily agriculture-based economy to an industry-based economy

non-renewable: something that is found in limited supplies and can be used only a limited number of times such as natural resources like oil or coal

nuclear meltdown: when the cooling mechanism of a nuclear power plant fails, causing the nuclear rods to generate too much heat, to explode, and to release radioactive material into the atmosphere

nuclear power: energy produced when uranium is split in a process called fission, generating heat that is then used to create steam, which is used by generators to create electricity; provides about 3 percent of the world's commercial energy

nuclear waste: the by-product of creating nuclear energy; waste that has been contaminated by radiation that is harmful to all living beings; there has been no known means of disposal of radioactive waste

ozone layer: a thinning layer of atmosphere that provides protection to all living beings from the sun's ultraviolet radioactivity, which causes mutations such as skin cancer, cataracts, and eye diseases, and threatens crops, plant, and animal life

pesticides: chemicals that kill bugs and pests; have been found in toxic levels in food chain

rain forest: the "lungs of the planet," dense tropical forest that converts large amounts of CO_2 to O_2; home to the largest number of plant and animal species

recycling: the act of reusing something to make something else; not throwing things away

renewable: something that can be renewed, replanted, or recreated, thereby in infinite supply

renewable resources: plants and animals

sustainable: a process or lifestyle that can be kept up indefinitely

unsustainable: a process or lifestyle that cannot be kept up indefinitely

© SPICE

NOBEL PEACE PRIZE LAUREATES

1901 H. Dunant, Switzerland, and F. Passy, France
1902 E. Ducommun, Switzerland, and A. Gobat, Switzerland
1902 W. R. Cremer, Great Britain
1904 Institute for International Law, Ghent
1905 B. von Suttner, Austria
1906 T. Roosevelt, United States of America
1907 E. T. Moneta, Italy, and L. Renault, France
1908 K. P. Arnoldson, Sweden, and F. Bajer, Denmark
1909 A. M. F. Beernaert, Belgium, and P. H. d'Estournelles-de Constant, France
1910 International Peace Bureau, Bern
1911 T. M. C. Asser, Netherlands, and A. H. Fried, Austria
1912 E. Root, United States of America
1913 H. LaFontaine, Belgium
1914 None
1915 None
1916 None
1917 International Red Cross, Geneva
1918 None
1919 T. W. Wilson, United States of America
1920 L. Bourgeois, France
1921 K. H. Branting, Sweden, and C. L. Lange, Norway
1922 F. Nansen, Norway
1923 None
1924 None
1925 C. G. Dawes, United States of America, and A. Chamberlain, Great Britain
1926 A. Briand, France, and G. Stresemann, Germany
1927 F. Buisson, France, and L. Quidde Germany
1928 None
1929 F. B. Kellogg, United States of America
1930 N. Söderblom, Sweden
1931 N. M. Butler, United States of America, and J. Addams, United States of America
1932 None
1933 N. Angell, Great Britain
1934 A. Henderson, Great Britain
1935 C. von Ossietzky, Germany
1936 C. Saavedra Lamas, Argentina
1937 E. A. R. G. Cecil, Great Britain
1938 Nansen International Office for Refugees, Geneva
1939 to 1943 None
1944 International Red Cross, Geneva
1945 C. Hull, United States of America
1946 E. G. Balch, United States of America, and J. R. Mott, United States of America
1947 The Friends Service Council, Great Britain, and The American Friends Service Committee, United States of America
1948 None
1949 J. Boyd-Orr, Great Britain
1950 J. Bunche, United States of America
1951 L. Jouhaux, France
1952 A. Schweitzer, France
1953 G. C. Marshall, United States of America

1954 Office of the UN High Commissioner for Refugees, Geneva
1955 None
1956 None
1957 L. B. Pearson, Canada
1958 G. Pire, Belgium
1959 P. J. Noel-Baker, Great Britain
1960 A. J. Lutuli, Union of South Africa
1961 D. Hammarskjöld, Sweden
1962 L. C. Pauling, United States of America
1963 International Committee of the Red Cross, Geneva, and League of Red Cross Societies, Geneva
1964 M. L. King, United States of America
1965 United Nations Chidren's Fund
1966 None
1967 None
1968 R. Cassin, France
1969 International Labor Organisation, Geneva
1970 N. E. Borlaug, United States of America
1971 W. Brandt, Germany
1972 None
1973 H. A. Kissinger, United States of America, and Le Duc Tho, North Vietnam (Le Duc Tho declined the prize)
1974 S. MacBride, Ireland, and E. Sato, Japan
1975 A. Sakharov, Soviet Union
1976 M. Corrigan, Great Britain, and B. Williams, Great Britain
1977 Amensty International
1978 M. Begin, Israel, and A. Sadat, Egypt
1979 Mother Theresa, India
1980 A. Pérez Esquival, Argentina
1981 Office of the High Commissioner for Refugees, Geneva
1982 A. Myrdal, Sweden, and A. García Robles, Mexico
1983 L. Walesa, Poland
1984 D. Tutu, Union of South Africa
1985 International Physicians for the Prevention of Nuclear War
1986 E. Wiesel, United States of America
1987 O. Arias Sánchez, Costa Rica
1988 United Nations Peacekeeping Soldiers
1989 The 14th Dalai Lama Tenzin Gyatso, Tibet
1990 M. S. Gorbachev, Russia
1991 Aung San Suu Kyi, Burma
1992 R. Menchú, Guatemala
1993 F. W. de Klerk, and N. Mandela, South Africa
1994 S. Peres, Israel, Y. Rabin, Israel, and Y. Arafat, Palestine

FILMS AND VIDEOS ABOUT THE UNITED NATIONS

The films about the United Nations in the following list are recommended as optional activities to supplement this unit. All of these films are available through First Run Icarus Films either through rental or sale. The address and telephone number of First Run Icarus Films is:

153 Waverly Place
Sixth Floor
New York, NY 10014
212-727-1711
800-876-1710

- *Blue Helmets: The Story of United Nations Peacekeeping*
  88 minutes/color/1990

- *United Nations for a Better Future*
  23 minutes/color/1991

- *The Court*
  16 minutes/color/1982

- *Security Council*
  18 minutes/color/1982

The following films and videos are produced by the U.S. Committee for UNICEF and are available for sale or loan through:

West Glen Communications
1430 Broadway
New York, New York 10018-3396
212-921-2800

- *3-4-1.* Film about the Convention on the Rights of the Child
  13 minutes/1990

- *A Tough Place to Play*
  15 minutes/1981

- *Education for Peace*
  10 minutes/1990

- *Images*
  30 minutes/1992

- *The Silent Emergency*
  21 minutes/1985

- *The Rights of the Child*
  23 minutes/1989

- *Raising Voices*
  30 minutes/1993

BIBLIOGRAPHY

Abi-Saab, Georges. *The United Nations Operation in the Congo 1960-1964.* Oxford: Oxford University, 1978.

Abrams, Irwin. *The Nobel Peace Prize and the Laureates.* Boston: G.K. Hall, 1988.

Akashi, Yashushi. "Eyewitness: The Challenge of Peacekeeping in Cambodia." *International Peacekeeping,* vol. 1, no. 2, Summer 1994.

Albuero, Nanyi. "The War Against Ivory Trade." *Our Planet*, vol.1, no.4, 1989.

Allsebrook, Mary. *Prototypes of Peacemaking*. London: Longman Group U.K. Limited, 1986.

Auvine, Brian. *A Manual for Group Facilitators*. Madison, Wisc.: The Center for Conflict Resolution, 1977.

Banister, Judith, and Paige Johnson. "After the Nightmare: The Population of Cambodia." In *Genocide and Democracy in Cambodia.* New Haven, Conn.: Yale University Southeast Asia Studies, 1993.

Barnaby, Frank. *Gaia Peace Atlas*. New York: Doubleday Publishers, 1988.

Bee, Ronald J. ed. "United Nations Peacekeeping." Washington, D.C.: Access Resource Brief, 1992.

Behrens, Earl C. "Truman's Conference Address," *The San Francisco Chronicle.* June 27, 1945.

Behrens, Earl C. "Trusteeship Issue," *The San Francisco Chronicle.* May 22, 1945.

Birgisson, Karl T. "United Nations Special Committee on the Balkans." In *The Evolution of UN Peacekeeping*. Ed. William J. Durch. New York: St. Martin's Press, 1993.

Boutros-Ghali, Boutros. *Agenda for Peace: Preventive Diplomacy, Peacemaking and Peacekeeping*. New York: United Nations, 1992.

"Brazil Speaks." *Our Planet*, vol. 1, no. 4, 1990.

Burgos-Debray, Elisabeth. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. London: Verso, 1984.

California Legislature. *The United Nations Conference on International Organization: Verbatim Minutes of First Plenary Sessions.* Sacramento, Calif.: California State Printing Office, 1945.

Carter, Jimmy. *Talking Peace*. New York: Dutton Children's Books, 1993.

Cave, Shane. "Money for Jumbo," *Our Planet*, vol. 4, no. 2, 1990.

Cave, Shane. "Tropical Forests: key to the global climate?" *Our Planet* vol. 2, no. 3, 1992.

Central America Information Office. *El Salvador: Background to the Crisis.* Cambridge, Mass.: Central America Information Office, 1982.

Centre for International and Strategic Studies. *Peacekeeping: Norms, Policy and Process.* Ottawa, Canada: Centre for International and Strategic Studies, 1993.

Chan, Adrian. *Soviet-American Relations: Cold War to New Thinking.* Stanford, Calif.: SPICE, 1990.

Chaze, William. "Chernobyl's Fiery Story Emerges." *U.S. News and World Report,* May 19, 1986.

Children of the World. *Rescue Mission—Planet Earth.* London: Kingfisher Books, 1994.

Chopra, Jarat, and Thomas G. Weiss. *United Nations Peacekeeping.* New York: Academic Council on the United Nations System, 1992.

Claiborne, William. "Namibian Exiles Begin to Return Home." *The Washington Post,* June 13, 1989.

Clarke, Philip C. "Strangest Army: 'They Show the Blue and White.'" *Newsweek,* September 5, 1960.

Clines, Frances X. "'Leave Us in Peace,' Costa Rican President Says." *New York Times,* December 11, 1987.

Close-Up Foundation. *Current Issues: Critical Issues Confronting the Nation and the World.* Arlington, Va.: Close-Up Foundation, 1988.

Compher, Vic and Betsy Morgan. *Going Home: Building Peace in El Salvador.* New York: The Apex Press, 1991.

Constable, Pam. "At Wars End in El Salvador," *Current History.* March 1993.

Cordier, Andrew, and Wilder Foote, eds. *Public Papers of the Secretaries-General of the United Nations, Volume I: Trygve Lie, 1946-1953.* New York: Columbia University Press, 1969.

Cordier, Andrew, and Wilder Foote, eds. *Public Papers of the Secretaries-General of the United Nations, Volume V: Dag Hammarskjöld, 1960-1961.* New York: Columbia University Press, 1975.

Cordier, Andrew, and Wilder Foote, eds. *Public Papers of the Secretaries-General of the United Nations,Volume VI: U Thant, 1961-1964.* New York: Columbia University Press, 1976.

Cordier, Andrew, and Wilder Foote, eds. *Public Papers of the Secretaries-General of the United Nations: Volume II: Dag Hammarskjöld, 1953-1956.* New York: Columbia University Press, 1972.

Cordier, Andrew, and Wilder Foote, eds. *Public Papers of the Secretaries-General of the United Nations: Volume IV: Dag Hammarskjöld, 1958-1960.* New York: Columbia University Press, 1974.

"Dag's Plans…What Chance for a U.N.-Guarded Peace?" *Newsweek,* March 6, 1961.

Dayal, Rajeshwar. "First Progress Report to the Secretary-General from His Special Representative in the Congo." *United Nations Review* 7: November 1960.

"Deadly Meltdown." *Time*, May 12, 1986.

De Cuéllar, Javier Pérez. *Anarchy or Order*. New York: United Nations, 1991.

Denktash, R. R. *The Cyprus Triangle*. London: K.Rustem & Brother, 1982.

Deutsch, Richard. *Mairead Corrigan Betty Williams*. Woodbury, N.Y.: Barron's Educational Series, Inc., 1977.

Diehl, Paul. *International Peacekeeping*. Baltimore: The Johns Hopkins University Press, 1993.

Durch, William J. *The Evolution of UN Peacekeeping: Case Studies and Comparative Analysis*. New York: St. Martin's Press, 1993.

E/ICEF/1994/11 (31 March 1994) "Emergency Operations."

E/ICEF/1994/2 (6 April 1994) "Report of the Executive Director."

Eichelberger, Clark. *Organizing for Peace*. New York: Harper and Row, 1977.

Finger, Seymour Maxwell, and Arnold A. Saltzman. *Bending with the Winds*. New York: Praeger Publishers, 1990.

Foley, Charles. *The Struggle for Cyprus*. Stanford, C.A.: Stanford University Press, 1975.

Fortna, Virginia Page. "United Nations Transition Assistance Group." *The Evolution of UN Peacekeeping: Case Studies and Comparative Analysis*. Ed. William J. Durch. New York: St. Martin's Press, 1993.

Garbarino, James, Nancy Dubrow, Kathleen Kostelny, and Carole Pardo. *Children in Danger: Coping with Consequences of Community Violence*. San Francisco: Jossey-Bass Publishers, 1992.

Garbarino, James, Kathleen Kostelny, and Nancy Dubrow. *No Place to Be a Child: Growing Up in a War Zone*. Boston: Lexington Books, 1991.

Genoves, Santiago. *Is Peace Inevitable?* New York: Walker and Company, 1970.

Ghali, Mona. "United Nations Truce Supervision Organization." in *The Evolution of UN Peacekeeping*. Ed. William J. Durch. New York: St. Martin's Press, 1993.

Gibb, Tom. "Guardians of Reform," *U.S. News & World Report*. 18 May 1992.

Godwin, Nora. "Education for Peace and UNICEF." New York: UNICEF, 1995.

Gordenker, Leon, and Benjamin Rivilin, eds. *The Challenging Role of the UN Secretary-General*. New York: Praeger, 1993.

Hammarskjöld, Dag. "First Report by the Secretary-General on the Implementation of Security Council Resolution S/4387 of July 14, 1960." *United Nations Review* 7: August 1960.

Higgins, Rosalyn. *United Nations Peacekeeping*. Oxford: Oxford University Press, 1981.

Hill, Ernie. "Fear Red Satellites Plotting to Invade Greece Next," *Chicago Tribune*. June 13, 1951.

Hyer, Richard V. "Big 4 Agree on 'Justice and Law' in Peace League But Polish Problem Remains," *The San Francisco Examiner*. April 25, 1945.

Hyer, Richard V. "Big S.F. Ovation Given Truman," *The San Francisco Examiner*. June 26, 1945.

Iatrides, John. *Revolt in Athens*. Princeton, N.J.: Princeton University Press, 1972.

International Peace Academy. *Peacekeeper's Handbook*. New York: Pergamon Press, 1984.

Jinfa, Lu. "China Combats Desertification."*Our Planet*, vol. 6, no. 5, 1994.

Karl, Terry. "Building Nations and Protecting Rights: New Roles for the United Nations." Address to the West Coast Editors' Seminar on the United Nations, Press Club of San Francisco. June 13, 1994.

Kiernan, Ben. *Genocide and Democracy in Cambodia*. New Haven: Yale University Press, 1993.

King, Nancy. *A Cartoon History of United States Foreign Policy*. New York: Pharos Books, 1991.

Lazarus, David S. "Environmental Refugees." *Our Planet*, vol. 2, no. 3, 1990.

Lean, Geoffrey *Atlas of the Environment*. New York: Harper Collins, 1994.

Lefever, Ernest W. *Crisis in the Congo: A United Nations Force in Action*. Washington, D.C.: The Brookings Institute, 1965.

Legault, Albert, Craig Murphy, and W. B. Ofuatey-Kodjoe. *The State of the United Nations: 1992*. New York: Academic Council on the United Nations System, 1992.

Lloyd, Selwyn. *Suez 1956*. London: Jonathan Cape, 1978.

Luard, Evan. *Conflict and Peace*. Boston: Little, Brown and Company, 1968.

Luard, Evan. *A History of the United Nations, Volume I: The Years of Western Domination*, 1945-1955. London: The Macmillan Press, 1982.

Luard, Evan. *A History of the United Nations, Volume 2: The Age of Decolonization, 1955-1965*. New York: St. Martin's Press, 1989.

McConahay, Mary Jo. "Interview with Rigoberta Menchú," *The Progressive*, January 1993.

Muldoon, James, Jr. "The United Nations and the Struggle for World Peace." *Teaching Tolerance*, Fall 1994: 45-47.

My Country is the Whole World. London: Pandora Press, 1984.

"A Mysterious Wasteland." *Time*, May 12, 1986.

Nachmani, Amikam. *International Intervention in the Greek Civil War: The United Nations Special Committee on the Balkans, 1947-1952*. New York: Praeger, 1990.

Nassif, Ramses. *U Thant in New York, 1961-1971*. London: C. Hurst and Company, 1988.

O'Ballance, Edgar. *The Greek Civil War, 1944-1949*. New York: Frederick A. Praeger Inc., 1966.

"Oil Spill Response Team Designated." *Buzzworm*, May/June 1991.

Orn, Torsten. "Soldiers of Peace," *World Monitor*. October 1989.

Osmancyzk, Edmund Jan, ed. *Encyclopedia of the United Nations*. New York: Taylor and Francis, 1990.

Pilger, John. "A washing of hands in Cambodia." *New Statesman & Society*. Vol. 6, no. 276, October 1991.

Polyviou, Polyvios G. *Cyprus: Conflict and Negotiation 1960-1980*. London: Gerald Duckworth & Company, 1980.

Raudebaugh, Charles. "500,000 Crowd S.F. Streets to Welcome their President," *The San Francisco Chronicle*. June 26, 1945.

Raudebaugh, Charles. "The Veto Problem," *The San Francisco Chronicle*. May 29, 1945.

Riddle, Robin. *The Anatomy of Conflict*. Stanford, Calif.: SPICE, 1988.

Riddle, Robin. *Choices in International Conflict*. Stanford, Calif.: SPICE, 1988.

Rikhye, Indar Jit. *The Sinai Blunder*. London: Frank Cass and Company Limited, 1980.

Rikhye, Indar Jit. *Strengthening UN Peacekeeping*. Washington, D.C.: United States Peace Institute, 1992.

Rikhye, Indar Jit. *The Theory and Practice of Peacekeeping*. London: C. Hurst and Company, 1984.

Rivlin, Benjamin. *Raph Bunche: The Man and His Times*. New York: Holmes and Meier, 1990.

Romero, Bernice Gonzalez. "Evolving Role of the United Nations in the Post-Cold War Period: Peacekeeping Peacemaking, and Peace Enforcement in Central America." Thesis, Stanford University, 1992.

Rosenblatt, Roger. *Children of War*. New York: Anchor Press, 1983.

Rothwell, Charles Easton Papers, 1924-1988. Stanford, Calif.: Hoover Institution Archives.

Rubin, Jacob. *Pictorial History of the United Nations*. New York: Thomas Yoseloff, 1962.

Seymour, Jack M Collection. Stanford, Calif.: Hoover Institution Archives.

Shawcross, William. "Cambodia: the UN's biggest gamble." *Time*. Vol. 140, no. 26. December 1992.

Smith, David, and Sissel Volan. "An Approach to Peace Education" New York: UNICEF, 1979.

Smolowe, Jill. "The U.N. marches in." *Time*, March, 1992, vol. 139, no. 12.

Stanton, Gregory H. "The Cambodian Genocide and International Law." In *Genocide and Democracy in Camodia.* Ed. Ben Kiernan. New Haven: Yale University Southeast Asia Studies, 1993.

Stephens, Robert. *Cyprus: A Place of Arms.* London: Pall Mall Press, 1966.

Sundaram, J. *Operation Shanti.* India: Historical Section Ministry of Defence, 1990.

Thompson, W. Scott. *Approaches to Peace.* Washington, D.C.: United States Institute of Peace, 1992.

Townsend, Peter. *The Smallest Pawns in the Game.* Boston: Little, Brown and Company, 1980.

UNEP. "Daily Nation, January 20, 1990 ." *Environmental Event Report,* January 1990.

UNEP. "Desertification," *Our Planet,* vol. 6, no. 5, 1994.

UNEP. *Environmental Event Report,* 1990.

UNEP. "Sands of Change." *UNEP Environment Brief No. 2,* 1990.

UNESCO. *International Understanding at School.* Paris: Unesco, 1986.

UNICEF. *I Dream of Peace.* New York: HarperCollins Publishers Inc., 1994.

UNICEF. *The Progress of Nations.* New York: UNICEF, 1994.

United Nations. *Documents of the United Nations Conference on International Organization, Volume I.* New York: United Nations Information Organization, 1945.

United Nations General Assembly. *Documents A/3694 and Add. 1: Report of the Secretary-General.* New York: United Nations, 1957.

United Nations General Assembly Resolution 109, October 21, 1947.

United Nations. *The Blue Helmet.* New York: United Nations Department of Public Information, 1985.

United Nations. "900-person Electoral Division to monitor March 1994 elections," *UN Chronicle,* September 1993.

United Nations. "Ceremony in El Salvador marks formal end to 12-year conflict," *UN Chronicle,* March 1993.

United Nations. "Four Historic Resolutions." *UN Chronicle,* March 1989.

United Nations. "Impartiality is Key to Success in Namibia." *UN Chronicle,* September 1989.

United Nations. "Namibia: A Chronology." *UN Chronicle,* March 1993.

United Nations. "Namibia: Helping to Usher in Namibia's Independence." United Nations Document.

United Nations. "Namibian Elections Declared Free and Fair." *UN Chronicle,* March 1990.

United Nations. "Peaceful, historic elections 'acceptable' But second round required," *UN Chronicle*, June 1994.

United Nations. "The Biggest Single Effort under UN Colors." *United Nations Review* 7: August 1960

United Nations. "The Congo: An Account of United Nations Action…and a Look Ahead." *United Nations Review* 10: February 1963.

United Nations. "UN to verify 1994 elections in El Salvador," *UN Chronicle*, June 1993.

United Nations. *The Blue Helmets: A Review of United Nations Peacekeeping*. New York: United Nations Department of Public Information, 1985.

UNTAG In Namibia: A New Nation Is Born. Windhoek: United Nations Publication, 1990, UN Sales No. E.90.I.10.

Vayrynen, Raimo. *The Quest for Peace*. London: Sage Publications, 1987.

Vittachi, Varindra Tarzie. *Between the Guns: Children As a Zone of Peace*. London: Hodder & Stoughton, 1993.

Von Horn, Carl. *Soldiering for Peace*. New York: David McKay Company, Inc., 1966.

Wainhouse, David W. *International Peacekeeping at the Crossroads: National Support—Experience and Prospects*. Baltimore, M.D.: The Johns Hopkins University Press, 1973.

Waldheim, Kurt. *The Challenge of Peace*. New York: Rawson, Wade Publishers, inc., 1980.

Weatherford, Roy. *World Peace and the Human Family*. London: Routledge, 1993.

Wells, Ronald A. ed. *The Nobel Peace Prize Lecture by Demond M. Tutu*. New York: The Anson Phelps Stokes Institute, 1986.

Williams, Paul. *The International Bill of Human Rights*. Glen Ellen, Calif.: Entwhistle Books, 1981.

Woodhouse, Tom. *Peacemaking in a Troubled World*. New York: Berg Publishers, 1991.

World Resource Institute, United Nations Environment Programme, and United Nations Development Programme. *World Resources, 1994-95*. Oxford University Press: New York, 1994.

Wren, Christopher S. "Namibia Standoff over Guerrillas." *The New York Times*, April 14, 1989.

Zutt, Johannes. *Children of War: Wandering Alone in Southern Sudan* . New York: UNICEF, 1994.

BEST COPY AVAILABLE